UTeach Model Replication

Georgia Universities Implementing UTeach
Fall 2012 Progress Reports

Prepared by the UTeach Institute
University of Texas at Austin

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UTeach Elements of Success

Distinctive Program Identity

UTeach has an established identity as a prestigious secondary STEM teacher preparation program that attracts high caliber students, experienced and successful master teachers, and tenure-track faculty who are interested in the reform of STEM education.

Cross-College and School District Collaboration

UTeach is a formally coordinated effort of the equivalents of the College of Education, the College of Liberal Arts, and the college(s) responsible for administering STEM degrees.

Long-Term Institutional and Community Support

UTeach is a long-term institutional and community priority that is sustained through ongoing financial support from university and college administrators, as well as a broader range of stakeholders concerned with STEM education reform. UTeach is afforded a level of stability similar to other university departments and is not an outreach effort.

Compact and Flexible Degree Plans

UTeach offers four-year degree plans that fully integrate students' STEM content major requirements and UTeach program requirements and allow students to obtain secondary STEM teaching certification while earning degrees in science, computer science, engineering, or mathematics.

Active Student Recruitment and Support

UTeach actively recruits to attract the greatest possible number of STEM majors and provides significant resources and encouragement to maximize program and career retention.

Dedicated Master Teachers

UTeach master teachers—non-tenured clinical faculty with exemplary secondary teaching experience—are exclusively dedicated to student support and program success.

Rigorous, Research-Based Instruction

UTeach courses are designed to develop deep understanding of content of particular importance to future secondary STEM teachers and build strong connections between mathematics and science and between educational theory and practice.

Early and Intensive Field Experiences

In order to promote confidence and accelerate professional development, UTeach students begin a carefully scaffolded sequence of intensive teaching opportunities in their first semester of the program and continue these field experiences throughout.

Continuous Program Improvement

UTeach systematically collects and analyzes both student and program level data to make informed decisions about program development and improvement.

Fall 2012 • Milestone Summary Matrix • Georgia Universities Implementing UTeach

This document is intended to serve as an "at-a-glance" overview of progress made on milestones for grant distribution across university partners through the specified semester/quarter. These milestones track progress on minimal operational features and are not intended to serve as a measure of overall quality. For a more comprehensive assessment of program progress, please refer to the individual operations summaries and progress reports produced for each partner program.

Milestones *(Please read milestones notes as appropriate for each partner program on back page.)*	**Columbus State University**	**Sothern Polytechnic State University**	**University of West Georgia**
Continue to enroll new students in program	✓	ip	✓
Four-year STEM degree plans (or modifications to existing four-year degree plans) drafted	✓	✓	✓
Functional classroom/office space secured or being negotiated	ip	ip	✓
Steering committee established and meets regularly	✓	✓	✓
Spring 2012 site visit activities completed	✓	✓	✓
PEARS data submitted	✓	✓	✓
UTeach Institute-administered surveys completed	✓	✓	✓
Step 1 implemented	✓	✓	✓
Step 2 course listed in Fall 2012 course schedule	✓	✓	✓
UTeach equivalent courses offered as recommended by the implementation schedule, program model, and/or negotiated with the Institute.	✓	-	✓
Appropriate UTeach equivalent courses listed in Fall 2012 course schedule	✓	✓	✓
Sufficient number of master teachers employed to adequately support the program	✓	✓	✓
Required Instructional Program Review materials submitted by established deadlines	✓	✓	✓
Accurate financials submitted by established deadlines	✓	✓	✓
UTeach Institute recommendation for continued funding	✓	✓	✓

✓ indicates that the program has fulfilled expectations for the semester/quarter.

ip indicates that an adaptation exists; more time is needed to determine progress and alignment with UTeach model and replication goals.

- indicates an area in which a permanent modification exists.

na indicates that a milestone is not applicable for the university's local context.

Notes:
Columbus State University - A small space adjacent to the master teacher offices has been set aside for use by students. As more students enter the program additional space will be required to provide a well-equipped workroom.
SPSU - SPSUTeach enrolled a low number of students this semester. No freshman or sophomores entered the program. Recruitment efforts have been increased and targeted to sophomores. Currently one classroom and one storage/workspace is dedicated to SPSUTeach. The classroom space was recently renovated to support the modeling of good instructional practices and use of common technology. However, as more students enter the program, additional space will be required to provide a well-equipped workroom. SPSUTeach is implementing the UTeach course sequence more quickly than recommended. Although the UTeach Institute recommends a six-semester implementation sequence for Cohort 3 institutions, SPSUTeach will have offered all UTeach courses after only four semesters.

Instructional Program Review (IPR) Progress Report
Cohort 3 Universities, Spring 2012

The UTeach Institute's Instructional Program Review (IPR) approach to evaluation of UTeach course implementation at our partner universities includes observations of courses, discussions and interviews with faculty, and an analysis of a collection of student work samples from each course. In addition, student survey data are collected mid-semester and provided to the instructor as feedback. This progress report summarizes the results of the Instructional Program Review process across all Cohort 3 universities (for the list of Cohort 3 universities, see http://uteach-institute.org/community and download the map of all universities).

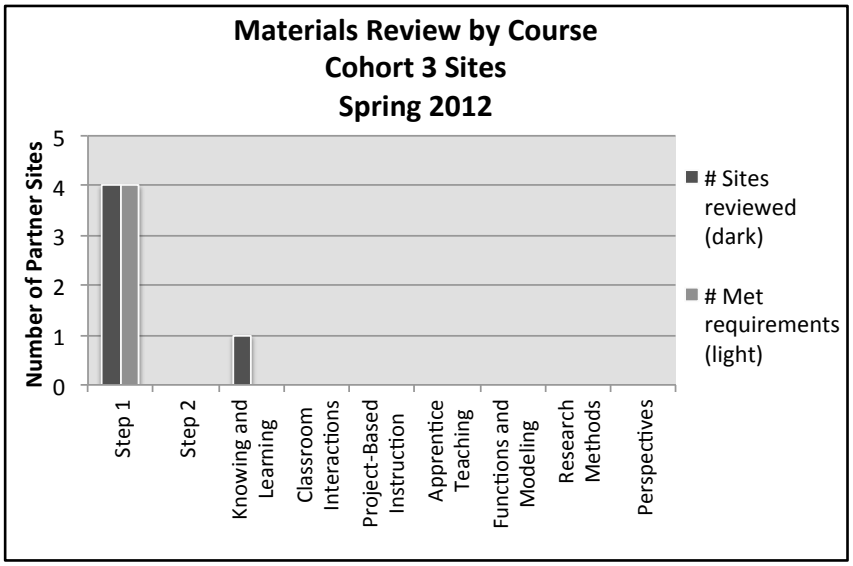
Funding sources for UTeach replication come from a mixture of individual, private, foundation, state, and federal grants. The UTeach Institute partners with National Math and Science Initiative and the states of Texas, Tennessee, Georgia, Massachusetts, and Maryland to replicate UTeach at universities across the country. The full list of strategic partners can be seen online (http://uteach-institute.org/about/detail/strategic-partners/).

The data in the table below represent the range of sections of each course offered across Cohort 3 universities for Spring 2012. Sequenced courses (in grey) refer to the professional development core and are taken in the order listed in the table – starting with Step 1. Non-sequenced courses (in purple) are required for UTeach certification but can be taken at any time. A zero ("0") in the range of sections offered means that some sites may offer a particular course only in fall or spring semesters.

Cross-Site Cohort 3 Course Sections Offered Spring 2012	Step 1	Step 2	S1/S2 Combo	Knowing and Learning	Classroom Interactions	Project-Based Instruction	Apprentice Teaching	Functions and Modeling	Research Methods	Perspectives on Science & Mathematics
Number of Sections per University - Spring '12	1-3		0-1	0-1						

The course materials review component of the IPR process requires instructors of UTeach courses at each partner university to submit a sample of artifacts such as course syllabus, student-written lesson plans, instructor feedback, student-written papers, student presentations or exams, etc. that outlines the course and illustrates student progress through the teacher preparation program. These materials are reviewed by consultants with experience teaching these courses at the University of Texas at Austin or at one of our partner universities replicating UTeach. For Cohort 3 universities, a materials review for each newly implemented course was conducted, and in the case where the materials submitted did not meet expectations, feedback provided by the consultants was used to improve and align the course more closely to the UTeach model. As needed, a second review is then conducted to determine fidelity.

So far, the majority of Cohort 3 universities have successfully fulfilled requirements for the IPR materials review. However, not all courses have been implemented at all universities and implementation at some universities is a work in progress. For example, the graph below shows that one university has implemented Knowing and Learning but has not met expectations for the materials review. It is anticipated that feedback and ongoing support by the UTeach Institute will bring these courses into alignment.

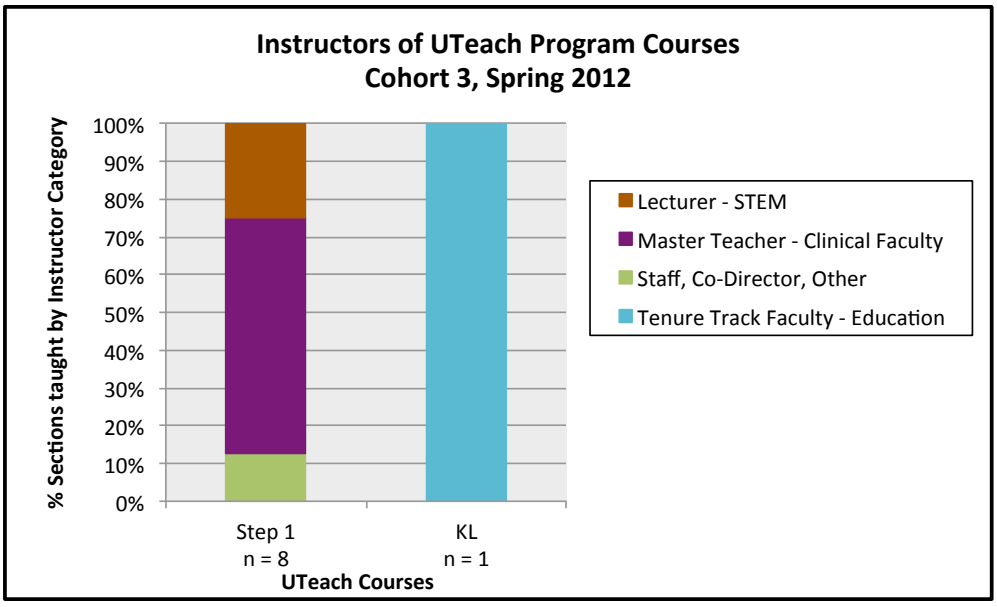


Sequenced courses are represented in grey; Non-sequenced courses are represented in purple.

Instructor Data: Cross–Site Cohort 3 Universities

Instructor Roles

Through the IPR process, the UTeach Institute gathers data on the characteristics of instructors teaching the UTeach equivalent courses at each university. The following graphs illustrate the university classification or appointment status cross-site by course for all Cohort 3 universities. The data are reported as a percentage of sections of each course taught by an instructor category out of the total number of sections of that course offered. The following graphs demonstrate some variability in instructor characteristics. These adaptations of the UTeach model will provide future opportunities to study the impact of instructor characteristics on program graduates' entrance, retention, and effectiveness in the teaching profession.



Characteristics of Instructors According to the UTeach Model

Step 1 and Step 2 are UTeach recruitment courses, offered at the beginning of the program, and consist primarily of field experiences that allow students to try out teaching. Apprentice Teaching (AT) is the final course in the program where students receive intensive coaching and feedback as they take full responsibility for teaching classes. According to the UTeach model, Step 1, Step 2, and Apprentice Teaching equivalent courses are taught by master teachers, experienced secondary science and mathematics teachers who have typically been appointed by the university as clinical faculty. As illustrated by the graph above, most Cohort 3 sites have employed master teachers to teach Step 1.

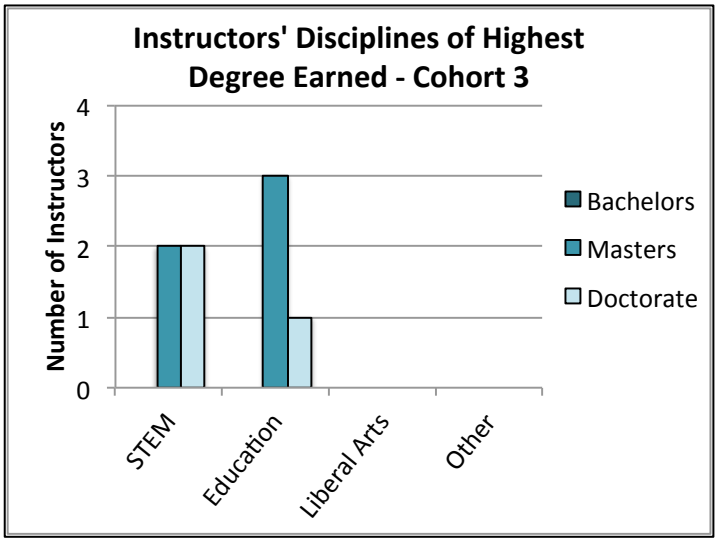
Knowing and Learning (KL), Classroom Interactions (CI), and Project-Based Instruction (PBI) present students with the most recent research in mathematics and science education, and provide additional opportunities to try out the research-based practices for teaching and learning in the fields of mathematics and science. In the UTeach model, Knowing and Learning in Mathematics and Science is a course that is typically taught by tenure track mathematics and science education research faculty in colleges or schools of education. For Classroom Interactions and Project-Based Instruction, in addition to the science and mathematics education research faculty instructors, the UTeach model assigns a master teacher to provide support for the field experiences. At this early point in program implementation, not all sites are staffed at a level that allows assignment of a master teacher to support CI and PBI. As student enrollments increase, it is anticipated that more master teachers will be hired and assigned to support these courses.

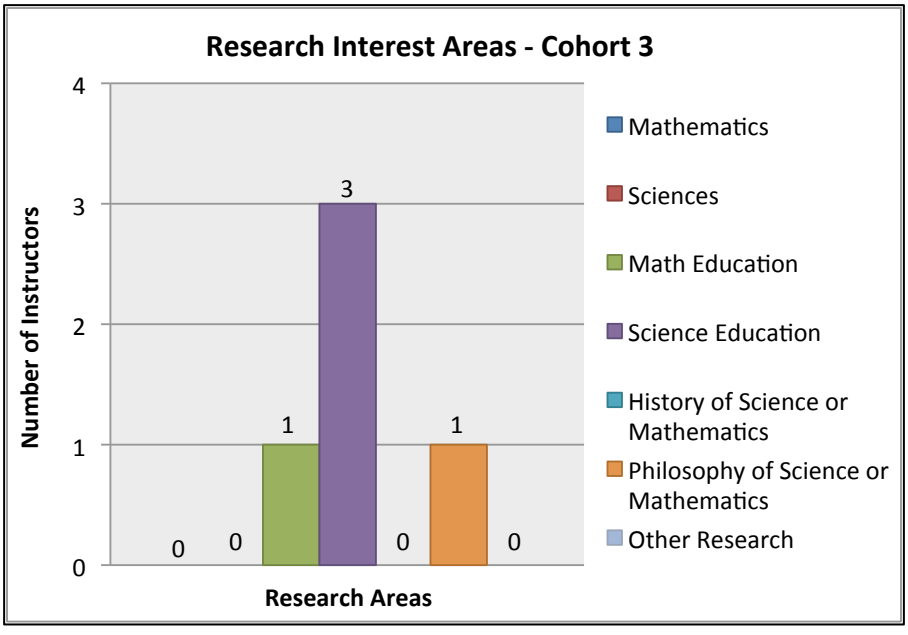
In the UTeach model, Functions and Modeling (FM) and Research Methods (RM) are courses typically taught by tenure-track research faculty in colleges of science. Perspectives on Science and Mathematics (PER) is a course typically taught by tenure-track faculty in history or philosophy. At UT Austin and many of our partner universities, master teachers have also been included in co-teaching and support roles. Functions and Modeling and Research Methods are specially designed courses for UTeach math and science majors that require students to explore their content through inquiry. Perspectives on Science and Mathematics develops students' awareness of the history and interdependency between the disciplines of mathematics and science. As stated above, the observed variability in instructor characteristics may change as the program grows and more faculty lines are added.

Educational Background and Teaching Experience of Instructors
Cross-Site Data for Cohort 3

In the first semester of the implementation process, Spring 2012, 8 instructors have been involved in teaching all the program courses offered across the four Cohort 3 universities. Instruction across all UTeach program courses is carried out by tenure-track faculty with PhDs, graduate students earning PhDs, and clinical faculty master teachers who have at least a masters degree. The following characteristics of instructors demonstrate university investment in ensuring that faculty with significant and appropriate expertise are providing program

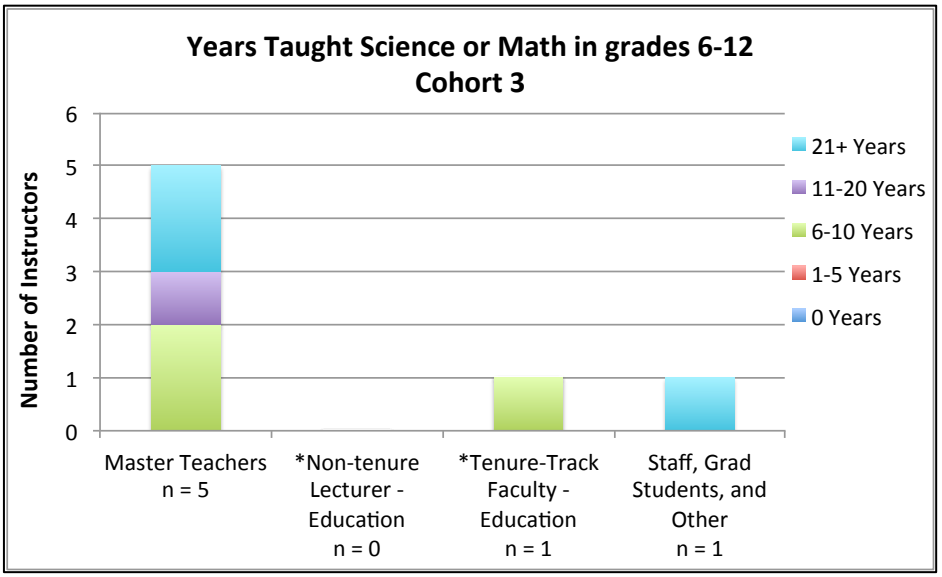
A majority of these 8 instructors have earned a masters degree as shown in the graph to the right. Three instructors are currently working on their doctorate. The degrees are categorized according to the field in which the degree was earned with 50% in STEM and 50% in an education-related field (i.e. Science Ed, Curriculum and Instruction, Elementary Ed, etc.).





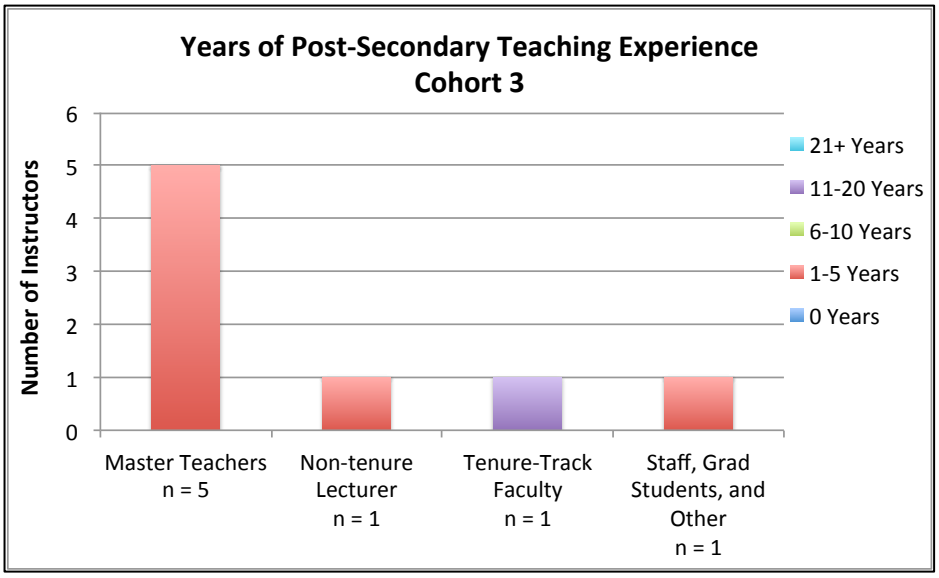
A significant number of instructors in Cohort 3 carry out research with 50% in Science Education or Math Education. Researchers in History or Philosophy of Science or Mathematics comprises 12.5% of the instructors. As a part of the UTeach model, universities are expected to hire clinical faculty without research responsibilities, which comprises the remaining 37.5% of the instructor pool.

Instructors bring to their respective university UTeach program a variety of backgrounds and experiences in teaching. According to the UTeach model, master teachers should have at least a master's degree and several years teaching experience in grades 6–12 in a STEM field. As noted here, tenure-track faculty in Education also bring several years of STEM teaching experience in grades 6–12.



*Faculty and Lecturers in STEM fields are not expected to have secondary teaching experience. Therefore their numbers were not included in these two graphs.

Master teachers have extensive teaching experience, and 60% of them have held leadership positions for an average of 4.5 years in their school or district such as head of the math or science department or a STEM instructional coach for their district. Also, the one tenure-track faculty in Education for Cohort 3 has held a leadership position for 8 years in secondary schools or districts.

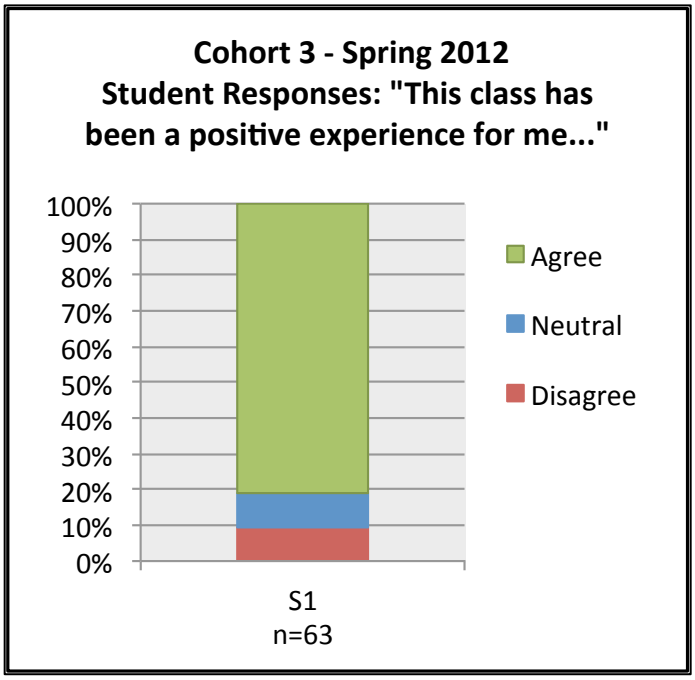


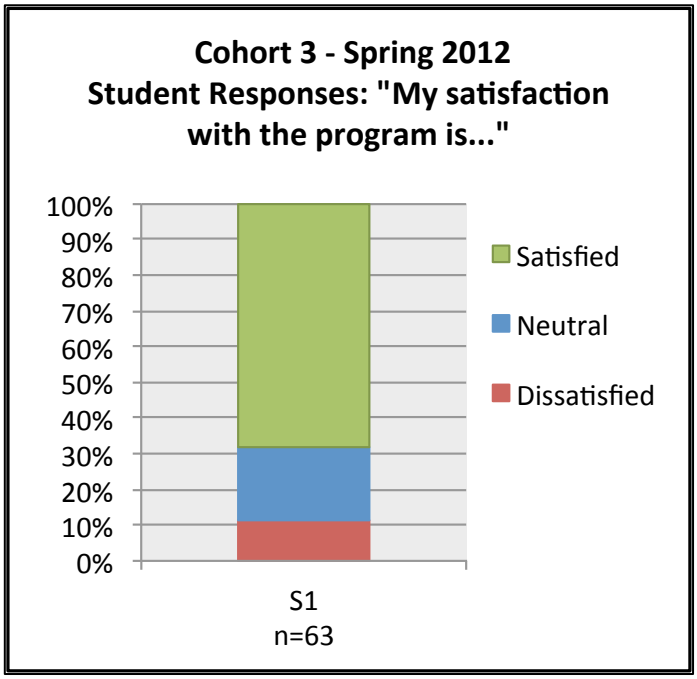
One of the eight instructors teaching in the Cohort 3 UTeach programs is tenure-track faculty with 14 years post-secondary teaching experience, which provides significant expertise to their program. The universities have also committed resources by hiring Master Teachers as clinical faculty who have recently left middle and high school classrooms, which brings current knowledge of school settings to the program's preservice teachers.

The UTeach Institute collects survey data at mid-term from all students enrolled in a UTeach course. The intent is to provide survey results to individual instructors in time to allow for course adjustments or modifications based on student feedback. The data presented in the graphs are aggregated across Cohort 3 universities.

Students were asked multiple questions on their survey, and two statements to which students responded on that survey are displayed below.

Statement A: "My satisfaction with the program is…"
Statement B: "This class has been a positive experience for me."





Step 1 is typically taught by master teachers and is designed to provide students a supportive environment for preparing to teach, teaching in real classrooms, and reflecting on their teaching experiences. As additional UTeach program courses are implemented in the future, student satisfaction data will be presented in this annual IPR report. A descriptive analysis of the data gathered in the student focus groups will be completed and reported to funders and other partners when implementation is complete.

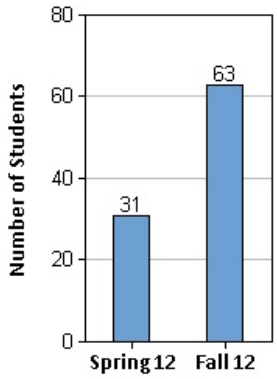
Columbus State University - UTeach CoSu

Progress Report - Fall 2012

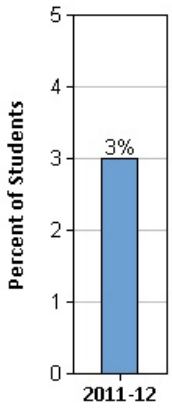
Enrollment and Recruitment

Total Program Enrollment: 63 students

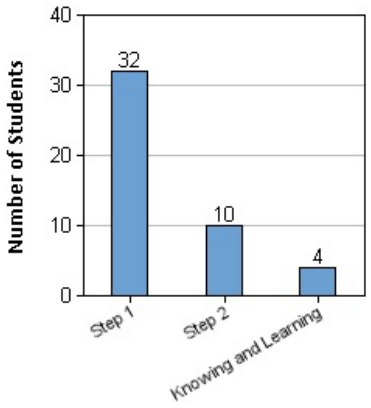
Program Enrollment (Number of Unique Individuals Enrolled in UTeach CoSu)



The Percent of Math and Science Students Recruited into UTeach CoSu

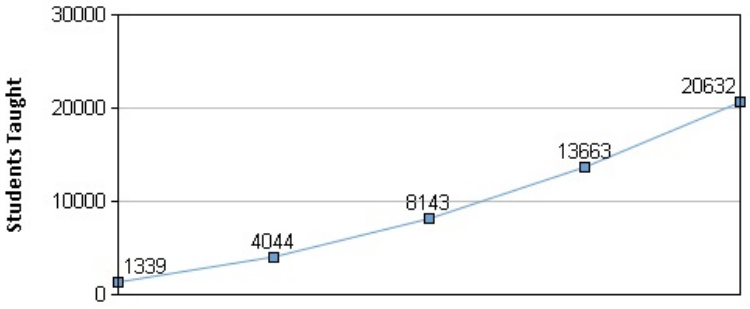


Enrollment by UTeach CoSu Course, Fall 2012



Projections of Teachers Produced and Students Taught Five Years After Grant Period for UTeach CoSu

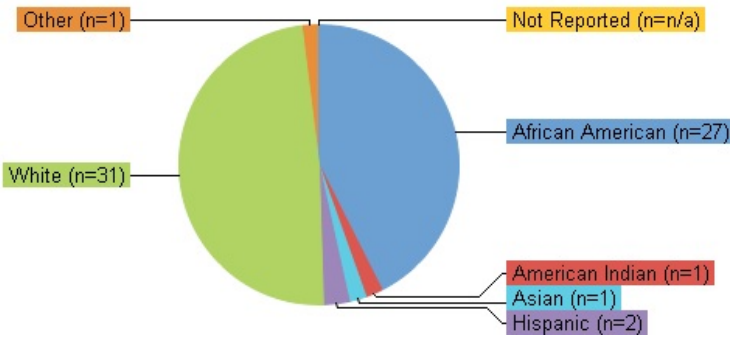
Cumulative number of students taught is based on an assumption that 80% of program graduates who go into teaching will remain for at least five years. Totals assume teachers will teach 150 students per year.



	2015–16	2016–17	2017–18	2018–19	2019–20
Students Taught	1339	4044	8143	13663	20632
Graduates (per Year)	12	25	25	26	26
Graduates (Cumulative)	12	37	62	88	114

Student Characteristics - Fall 2012*

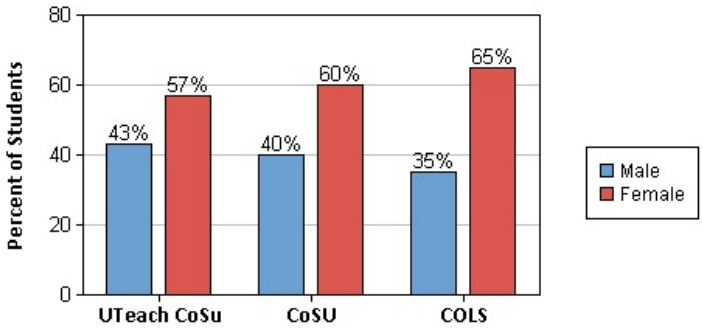
Ethnicity - UTeach CoSu - (n=63)



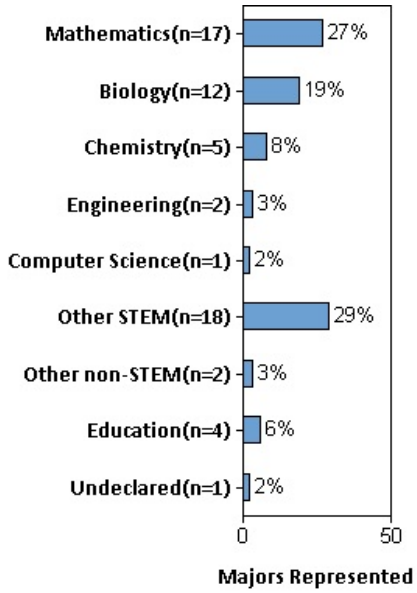
	UTeach CoSu		Columbus State University		College of Letters and Sciences	
	n	%	n	%	n	%
African American	27	43%	2541	36.1%	829	39.9%
American Indian	1	2%	40	0.6%	17	0.8%
Asian	1	2%	129	1.8%	63	3.0%
Hispanic	2	3%	334	4.7%	114	5.5%
White	31	49%	3753	53.3%	994	47.8%
Other	1	2%	240	3.4%	63	3.0%
Not Reported	n/a	n/a	0	0.0%	n/a	n/a

*Data for the university and the college are from the most current data available.

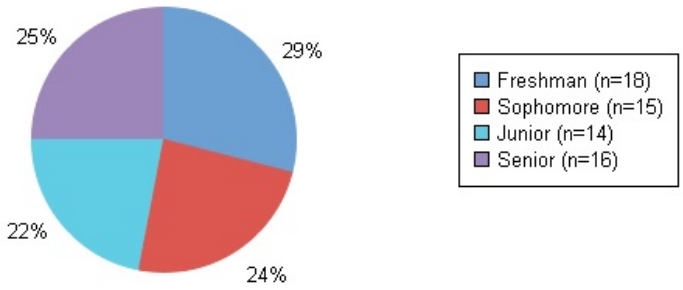
Gender UTeach CoSu - (n=63)



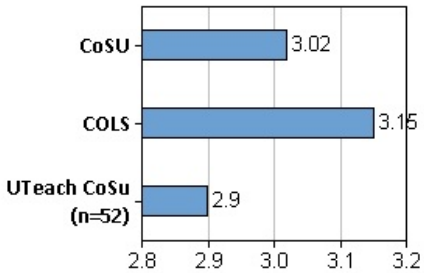
Majors for UTeach CoSu - (n=63)



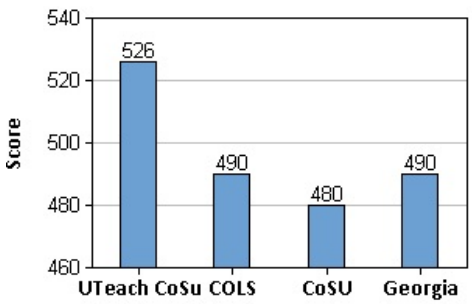
Classification (n=63)



Grade Point Average



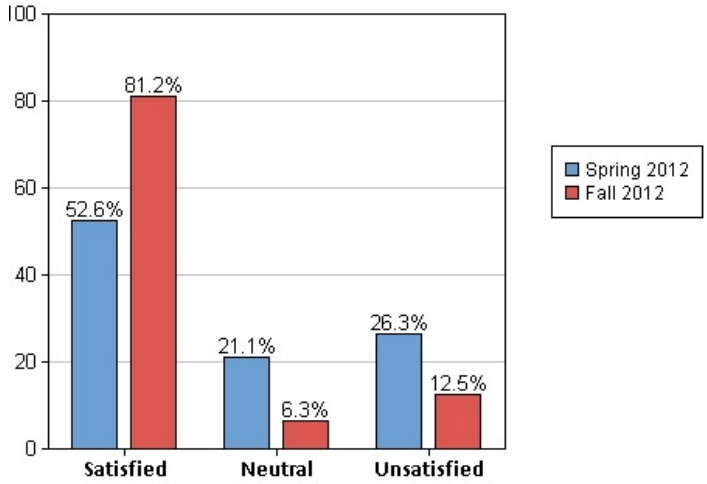
SAT Math Average Scores



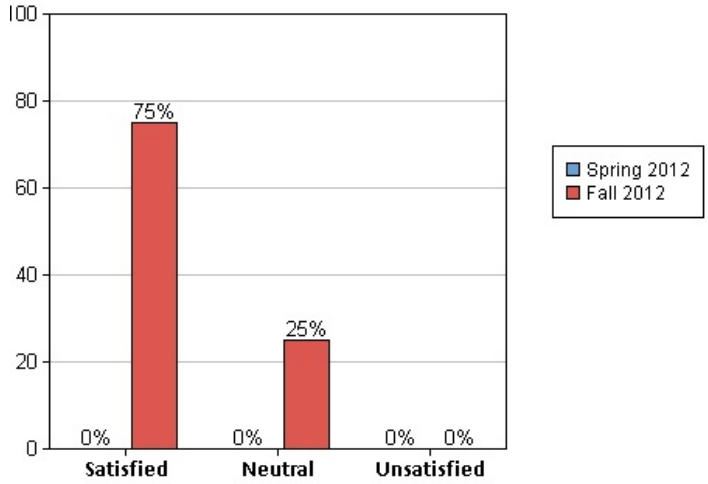
*Data for the university and the college are from the most current data available.

Mid-Semester Survey Return Rate: 50.0%

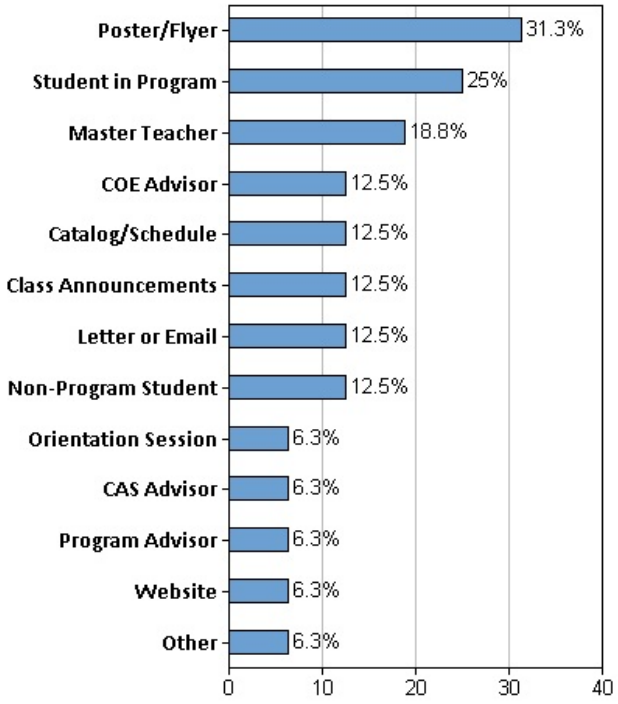
Students Enrolled in Step 1 Equivalent
Overall, how satisfied are you with UTeach CoSu so far?



Students Enrolled in Program (excludes Step 1)
Overall, how satisfied are you with UTeach CoSu so far?

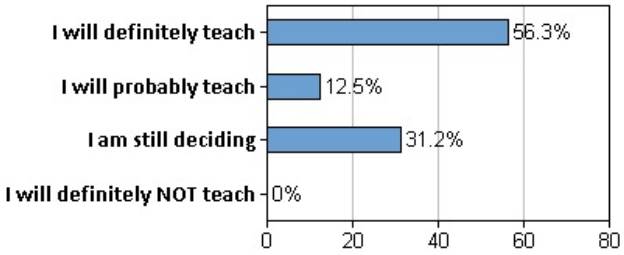


Students Enrolled in Step 1 Equivalent
How did you hear about the program?



*Multiple answers are allowed.

Students Enrolled in Step 1 Equivalent
Do you plan on teaching in a school?



Retention and Graduation Rates

Program Retention	Program Graduates
Retention of students from Step 1 to Step 2: 32.3% *(Students enrolled in Step 1 who subsequently enrolled in Step 2)*	Projected number of graduates (Fall 2012): 0 *(Number of students enrolled in student teaching)*

Implementation Milestones

✓	Continue to enroll new students in program
✓	Four-year STEM degree plans (or modifications to existing four-year degree plans) drafted
ip	Functional classroom, office space, and student workroom secured or being negotiated
✓	Steering committee meets regularly
✓	Fall 2012 site visit activities completed
✓	PEARS data submitted
✓	UTeach Institute-administered surveys completed
✓	Step 2 implemented
✓	UTeach equivalent courses offered as recommended by the implementation schedule, program model, and/or negotiated w/ Institute
✓	Appropriate UTeach equivalent courses listed in Spring 2013 course schedule
✓	Required Instructional Program Review materials submitted by established deadlines
✓	Sufficient number of master teachers employed to adequately support the program
ip	Accurate financials submitted by established deadlines
✓	UTeach Institute's recommendation for continued funding

✓ indicates that the program has fulfilled expectations for this semester/quarter.
ip indicates that an adaptation exists; more time is needed to determine progress and alignment with the UTeach model and replication goals.

Footnote: A small space adjacent to the master teacher offices has been set aside for use by students. As more students enter the program additional space will be required to provide a well-equipped workroom. The UTeach Institute is in communication with Columbus State to finalize financial information.

UTeach CoSu School District Partners

Muscogee County School District, Harris County School District

UTeach Columbus Operations Summary

Columbus State University
Fall 2012

The UTeach Institute regularly documents progress at universities replicating UTeach nationwide. In the early stages of implementation, co-directors, faculty members, master teachers, students, and program staff are interviewed, and programmatic and course implementation data are collected. After program operations are established, the focus shifts to course observations and student focus groups.

This document reviews program operations to date. As with other UTeach Institute evaluation activities and reports, the operations summary is organized by the *UTeach Elements of Success*, available at http://uteach-institute.org/publications.

Purposes of the Operations Summary

- To document the progress made thus far at each partner university, in order to plan technical support and determine how best to balance future operational and instructional support and evaluation
- To engage partner universities with a framework that describes the *UTeach Elements of Success* and the standards against which progress toward full UTeach implementation is measured
- To provide funders with data on our partner programs' operational progress

Program Operations Summary

This summary details (a) the program's operational progress as of Fall 2012 and (b) any remaining operational tasks to ensure fidelity and sustainability. Not all elements are expected to be in place from the beginning of implementation. Remaining programmatic challenges will continue to be monitored and supported by the UTeach Institute.

Throughout this summary, the following notations are used.

✓	The program is fulfilling expectations at this time
ip	Program personnel are actively attempting to bring the program into alignment with replication goals
–	More time is needed to determine progress
–	A deviation from the model exists
na	Not applicable, either due to the university's local context or to the point at which the program is in its development (e.g., activities related to serving students cannot be addressed during the planning period)

UTeach Elements of Success | 1: Distinctive Program Identity

"UTeach has an established identity as a prestigious secondary STEM teacher preparation program that attracts high caliber students, experienced and successful master teachers, and tenure-track faculty who are interested in the reform of STEM education."

✓	*"UTeach is an academic program that functions like a department, employing its own co-directors, program support staff, student advisors, master teachers, and tenure-track faculty."*
✓	*"UTeach is name-branded and actively promoted through marketing materials, press releases, special announcements, and ceremonies that honor students and faculty."*
ip	*"UTeach is the only undergraduate program at the university that recommends STEM majors for teaching certification."*
The pre-existing undergraduate program at Columbus State University will be phased out in the academic year 2013-2014.	

✓	*"A UTeach Website provides a comprehensive program description and ready access to course offerings, program news and reports, and other items of significance."*
UTeach Columbus website: http://uteach.columbusstate.edu/	
✓	*"A UTeach student organization fosters camaraderie among participants, establishes a presence on campus, and promotes the program to students and within the university community."*
WeTeach Columbus website: http://clubs-orgs.columbusstate.edu/new_display/organization.php?orgID=260	
✓	*"UTeach students are honored for choosing to become teachers through special ceremonies; opportunities to meet with university administrators, program co-directors and other supporters; and press coverage."*

UTeach Elements of Success | 2: Cross-College and School District Collaboration

"UTeach is a formally coordinated effort of the equivalents of the College of Education, the College of Liberal Arts, and the college(s) responsible for administering STEM degrees."

✓	*"UTeach co-directors—one representing the STEM college(s) and one representing the College of Education or its equivalent—collaborate to ensure effective program operations and a high quality teacher preparation experience for students."*
✓	*"A cross-college steering committee that includes representatives from program faculty and staff meets regularly to develop program policies, monitor curriculum and instructional effectiveness, and manage student affairs and program operations."*
✓	*"Master teachers and tenure-track faculty from all participating colleges are actively involved in the development and ongoing implementation of the UTeach program to ensure effective course articulation, explicit connections between mathematics and science, and an appropriate balance of STEM content and pedagogical instruction."*
✓	*"Administrators, content specialists, and mentor teachers from one or more school districts work collaboratively with UTeach faculty to ensure relevant, high quality field experiences, feedback, and mentoring throughout the students' UTeach program of study."*

UTeach Elements of Success | 3: Long-Term Institutional and Community Support

"UTeach is a long-term institutional and community priority that is sustained through ongoing financial support from university and college administrators, as well as a broader range of stakeholders concerned with STEM education reform. UTeach is afforded a level of stability similar to other university departments and is not an outreach effort."

✓	*"The university provides a recurring instructional budget, as well as ongoing in-kind support, such as appropriate office space, well-equipped classrooms and laboratories, dedicated student advisors, and an administrative office staff to provide professional services such as purchasing and managing materials, scheduling classes, and processing payments for mentor teachers and student internships."*
✓	*"UTeach co-directors proactively advocate for programmatic needs and ensure that university leadership is kept informed of program progress and growth."*
✓	*"Program elements that cannot be paid for by university instructional funds are supported by gifts from individuals, corporations, foundations, and other public and private sources."*
✓	*"A dedicated task force made up of college development officers, business leaders, and UTeach faculty and staff works to promote the UTeach program and raise funds toward a long-term endowment goal."*
UTeach Columbus' short-term endowment goal is $500,000 by the end of 2014 and the long-term goal is $4,750,000 by the end of 2016. The current endowment amount is $0.	
✓	*"Instructors and staff apply for and administer competitive state and national grants and other awards to provide additional financial support to the program."*

THE UTEACH INSTITUTE

UTeach Columbus Operations Summary

Columbus State University
Fall 2012

UTeach Elements of Success | 4: Compact and Flexible Degree Plans

"UTeach offers four-year degree plans that fully integrate students' STEM content major requirements and UTeach program requirements and allow students to obtain secondary STEM teaching certification while earning degrees in science, computer science, engineering, or mathematics."

✓	*"UTeach explicitly recognizes the difficulties posed to students with limited economic means who traditionally have had to complete additional undergraduate semesters in order to earn teaching certification in addition to their STEM major degrees, as well as the importance of diversifying the current secondary STEM teaching force. As a result, UTeach degree plans allow students to earn both a degree in their major and teaching certification in the same amount of time required by equivalent undergraduate STEM degrees, usually between 120 and 126 semester credit hours, without the requirement and cost of additional undergraduate semesters."*
✓	*"UTeach program degrees are equivalent in rigor to other undergraduate STEM degrees, in addition to being fully coordinated with state and national standards for teacher preparation in these disciplines."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled.	
✓	*"UTeach degree plans include a limited professional development sequence of specially designed courses in mathematics and science education as well as domain-specific mathematics and science courses that fulfill multiple university requirements."*
ip	*"UTeach provides various pathways for completing required coursework such that program enrollment is open to students at any point in their undergraduate careers, allowing upperclassmen and post-baccalaureate candidates to complete the program in as few as three academic semesters under certain circumstances."*
UTeach Columbus is expected to support flexible student entry once all courses are implemented.	

UTeach Elements of Success | 5: Active Student Recruitment and Support

"UTeach actively recruits to attract the greatest possible number of STEM majors and provides significant resources and encouragement to maximize program and career retention."

✓	*"UTeach employs a variety of targeted communication strategies and recruitment events to ensure that all STEM majors, particularly incoming freshman, are invited to participate in the program and aware of its benefits."*
✓	*"The first two, one-hour field-based courses allow students to try out teaching in a positive and supportive environment with no demand for commitment to continue in the program. Students are offered a financial incentive, such as a tuition rebate, for completing each of these courses."*
"… [Step 1] has definitely solidified my choice to teach high school." – UTeach Columbus Student, Fall 2012	
✓	*"STEM major and UTeach program advisors actively support careers in teaching and are well informed about the wide variety of degree plans leading to certification, ensuring that UTeach pre-service teachers successfully meet all requirements for graduation."*
ip	*"Students are provided a well-equipped workroom with appropriate meeting space, convenient to UTeach classrooms and master teacher and administrative offices, to build community, encourage collaboration, and develop peer support."*
A small space right next to the master teacher offices has been set aside for use by students. As more students enter the program additional space will be required to provide a well-equipped workroom.	
✓	*"Students have opportunities, facilitated and paid for by the program, to earn income and gain relevant work experience through flexible internship placements at nonprofit STEM or education-related organizations."*
na	*"UTeach graduates who enter the teaching profession receive two years of intensive, individualized induction support, including classroom visits, regularly scheduled professional development opportunities, online mentoring, and access to a lending library of materials."*
An induction program is anticipated to be in place for the first UTeach Columbus graduates in Spring 2014. In anticipation of offering an induction program, master teachers are creating a library of exemplary lesson plans.	

THE UTEACH INSTITUTE

UTeach Columbus Operations Summary

Columbus State University
Fall 2012

UTeach Elements of Success | 6: Dedicated Master Teachers

"UTeach master teachers – non-tenured clinical faculty with exemplary secondary teaching experience – are exclusively dedicated to student support and program success."

✓	*"Master teachers are widely recognized for their educational leadership and secondary mathematics, science, or computer science teaching experience; have earned at least a master's degree; and demonstrate their skill and passion for working with students and novice teachers."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled.	
ip	*"Master teachers are appointed as non-tenured clinical faculty and are paid from the university instructional budget, hired at a ratio of approximately one per 50 students in a mature program."*
Discussions have begun about approaching the Board of Regents to ask to revise the current definition of "non-tenured clinical faculty" so that master teachers would be included.	
✓	*"Master teachers co-teach or formally support field-based courses, observing and providing written and oral feedback to evaluate and help students improve their skills throughout the program."*
✓	*"Master teachers manage field experiences, working with local school district teachers and administrators to ensure appropriate field placements and productive teaching experiences for UTeach students."*
✓	*"Master teachers maintain an "open door" policy, making themselves available to students on demand."*
"[The master teacher] is very, very available" –UTeach Columbus Step 1 Student, Fall 2012	
✓	*"Master teachers are active in program recruitment, manage student internships, and participate in a variety of other student support activities, including tracking students and identifying and following up with any students in danger of not completing the program."*
na	*"Master teachers are knowledgeable about what new teachers encounter and provide ongoing and on-demand career support for UTeach graduates, particularly during their first two years of induction into the profession."*
UTeach Columbus does not have graduates currently in their first two years of teaching.	

UTeach Elements of Success | 7: Rigorous, Research-Based Instruction

"UTeach courses are designed to develop deep understanding of content of particular importance to future secondary STEM teachers and build strong connections between mathematics and science and between educational theory and practice."

✓	*"Rigorous learning outcomes are aligned with national, state, and program standards. Evidence of student proficiency is measured throughout the program using standardized assessments, including a final portfolio of student work and a field teaching evaluation. Students are required to demonstrate competency across domains ranging from STEM content knowledge to equitable instruction and professional responsibility in order to be recommended for certification."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled.	
✓	*"UTeach faculty actively involved in STEM research teach content courses such as Functions and Modeling and Research Methods that address topics of particular importance for future STEM teachers, including the processes by which scientists and mathematicians arrive at new knowledge and methods."*
ip	*"UTeach science and mathematics education faculty are active in research related to STEM teaching and learning, including how students learn mathematics and science, how to assess what students know, and how to incorporate learning technologies to enhance student learning."*
UTeach Columbus has participation from education faculty in Chemistry, Mathematics, and Earth and Space Sciences, but not in Biology.	
✓	*"UTeach faculty actively involved in research on the history or philosophy of science or mathematics teach Perspectives on Science and Mathematics, a content course that develops students' conceptions about the historical and philosophical development of STEM disciplines."*

✓	*"Pedagogical instruction throughout the program is discipline specific, focusing on research-based best practices in STEM teaching and learning and the connections between mathematics and science and among the sciences."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
✓	*"Course instructors—both master teachers and tenure-track faculty— purposefully model effective STEM instruction as students learn to employ research-based pedagogical methods and strategies ranging from inquiry to direct instruction, connecting theory to practice throughout the program."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
✓	*"Courses emphasize the underlying interconnections between mathematics and science and among the sciences, while making explicit what research in the learning sciences implies about the similarities and differences in how each is taught and learned. Science, mathematics, and computer science majors take UTeach courses together and collaborate whenever possible."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
✓	*"All UTeach courses integrate research-based themes important to STEM education, including research on and strategies to ensure equitable instruction, how to create and analyze authentic assessments, and pedagogically effective uses of a wide variety of technological tools."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	

Note: Only the courses implemented to date (namely, Step 1, Step 2, and Knowing and Learning) are taken into consideration when evaluating specific instructional items.

UTeach Elements of Success | 8: Early and Intensive Field Experiences

"In order to promote confidence and accelerate professional development, UTeach students begin a carefully scaffolded sequence of intensive teaching opportunities in their first semester of the program and continue these field experiences throughout."

✓	*"Field experiences are domain specific, tightly articulated with the UTeach curriculum, and closely supervised by course instructors—both tenure-track faculty and master teachers—to promote full integration of critical knowledge and skills."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
✓	*"Students develop their own lesson plans, using research-based instructional materials and strategies, with intensive coaching and feedback from both master teachers and tenure-track faculty who are experts in STEM content and pedagogy, in order to ensure UTeach expectations for accuracy and inquiry-based practice are met."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
✓	*"Students experience multiple STEM teaching opportunities in high-need and diverse elementary, middle, and high school settings to gain an understanding of current K-12 public school environments and student populations."*
✓	*"Beginning in their first semester and throughout the program, students' time in classrooms is carefully structured, from focused observations of authentic teaching to clinical interviews of students regarding problem solving strategies to their own experiences teaching, receiving formative feedback, and revising and re-teaching lessons."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	

✓	*"Mentor teachers—host K–12 teachers who receive stipends for their collaboration—create supportive classroom environments, review lesson plans, and provide oral and written feedback to UTeach students after observing them teach."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	

Note: Only the courses implemented to date (namely, Step 1, Step 2, and Knowing and Learning) are taken into consideration when evaluating specific instructional items.

UTeach Elements of Success | 9: Continuous Program Improvement

"UTeach systematically collects and analyzes both student and program level data to make informed decisions about program development and improvement."

✓	*"UTeach systematically gathers and reports data on the characteristics of its students and graduates, including numbers of students, grade point average distributions, demographic information, graduation rates, and retention rates in teaching."*
Note: The UTeach Institute currently collects these data from all programs.	
✓	*"UTeach program co-directors, master teachers, tenure-track faculty, and administrative staff regularly review data on program indicators, reflect on successes and challenges, plan for upcoming semesters, and continue to refine program components."*
✓	*"The UTeach curriculum is regularly reviewed by the steering committee and instructional teams of faculty and refined to ensure course alignment, minimize redundancies, and update content in accordance with current research on best practices and state and national guidelines."*
✓	*"Students provide formal, anonymous feedback on the UTeach program and courses through a variety of surveys and are given the opportunity to voice opinions in the presence of program decision-makers at regularly scheduled events and activities."*
Note: The UTeach Institute currently collects student survey data from all programs.	
✓	*"UTeach program co-directors, master teachers, tenure-track faculty, and administrative staff interact regularly with colleagues from universities replicating UTeach and other institutions to share information on program development, management, and general concerns related to STEM teacher preparation and support."*
Program co-directors, master teachers, tenure-track faculty, and administrative staff from the three Georgia UTeach institutions meet once a semester to share information and concerns.	

Additional Grant Compliance Activities

✓	*IRB approval has been secured locally.*
ip	*The program has been granted state approval and is able to offer secondary STEM teacher certifications to students.*
The UTeach Columbus program is in the process of being approved by the state. The program is supported by a state UTeach replication grant provided through Race to the Top funding, indicating that there will be a high level of support throughout the approval process.	
✓	*Formal processes have been developed for selecting mentor teachers and training them on the program's expectations.*
✓	*Program and student level data have been submitted to the UTeach Institute for current term.*
✓	*University profile data have been submitted to the UTeach Institute for the current term.*
✓	*All requested student surveys were administered in the current term.*
UTeach Columbus garnered a return rate of 50% on UTeach Institute administered student surveys.	
✓	*All appropriate course materials have been submitted to the UTeach Institute for instructional program review for the current term.*
Note: Instructional program review activities are documented separately in cross-site reports by cohort and course.	
✓	*The program was represented at appropriate UTeach Institute support events in the current term (e.g., course workshops, retreats, annual conference).*
Support events from Summer and Fall 2012 with the UTeach Columbus attendance are listed below. • UTeach/NMSI Annual Conference – 5 team members and 2 students • Step 1 & 2 – 1 • Apprentice Teaching – 0 (This workshop will be offered again in Spring 2014. UTeach Columbus plans to implement in Spring 2014) • Classroom Interactions – 1 • Knowing & Learning – 0 (Two CSU faculty members attended this workshop in Spring 2012. This course was implemented in Fall 2012) • Functions & Modeling – 1 (Two additional UTeach Columbus team members attended this workshop in Spring 2012) • Research Methods – 0 (Kim Shaw is planning to attend this workshop when it will be offered again in Spring 2013. Course is planned to be implemented at CSU in Fall 2013) • Perspectives in Mathematics and Science – 1	

UTeach Institute Recommendations for Progress and Sustainability

Element 1: Distinctive Program Identity

- As planned, work to phase out the pre-existing undergraduate STEM licensure program.
- Update the program website as new information becomes available.
- Assist students with efforts to develop the student organization.
- Continue thinking of ways to honor students.

Element 2: Cross-College and School District Collaboration

- Continue meeting with the steering committee regularly as well as with various subcommittees and other stakeholders.

Element 3: Long-Term Institutional and Community Support

- Pursue additional grants and other awards to provide ongoing financial support to the program.
- Work with campus leadership to identify additional contiguous space for the growth of UTeach Columbus.
- Continue building the volunteer UTeach Columbus Development Task Force, comprised of local business leaders and program faculty/staff, who can work in collaboration with campus development officers to raise awareness of and funds for the UTeach Columbus endowment.
- Actively raise funds for the program endowment *(this is in progress)*.

Element 4: Compact and Flexible Degree Plans

- Continue planning to support flexible student entry points into the program.

Element 5: Active Student Recruitment and Support

- Continue working to find additional space for a well-equipped workroom with appropriate meeting space, convenient to UTeach classrooms and master teacher and administrative offices.
- Ensure that all STEM major advisors are thoroughly informed about the program.
- If needed, develop additional internships opportunities for students.
- Ensure current and prospective students are aware of internships, scholarships, and other student financial supports.
- Actively recruit students for the Step courses *(this is in progress)*.
- Begin thinking of induction plans for graduates.

Element 6: Dedicated Master Teachers

- Work with other UTeach partner programs in Georgia, the Governor's Office, the Board of Regents, and any other interested party to modify the non-tenured clinical faculty title so that it may be used for master teachers.

Element 7: Rigorous, Research-Based Instruction

- Identify or hire a Biology Education faculty member to participate in the program.
- Identify research faculty to teach the various UTeach courses that aren't already assigned.

Element 8: Early and Intensive Field Experiences

- Continually assess and refine the mentor teacher selection process and pool of available mentors.
- Create alternative compensation options for mentor teachers that will not violate local district regulations, such as paying for attendance at a training meeting (*this is in process)*.
- Meet regularly with all UTeach Columbus team members to ensure courses are tightly aligned.

Element 9: Continuous Program Improvement

- Ensure that instructors teaching program courses are aware of appropriate UTeach Institute workshops and other events, the Members Website, and other resources and support available to them by the UTeach Institute, as well as any requirements or deadlines for submission of course materials for instructional program review.
- Send course instructors and other appropriate individuals (e.g., master teachers supporting field courses beyond Step 1 and 2) to all appropriate course workshops and other support events offered by the UTeach Institute.

Additional Grant Compliance Activities:

- Encourage high mid-semester student survey response rates by making class announcements about the surveys and, if possible, allotting a few minutes of class time for students to complete the surveys.
- Continue to work with the state to acquire state approval to recommend candidates for a teaching credential.

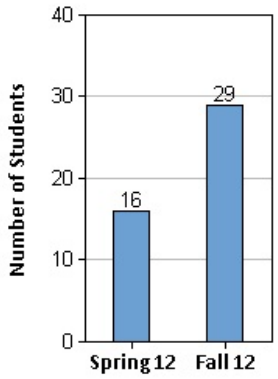
Southern Polytechnic State University - SPSUTeach

Progress Report - Fall 2012

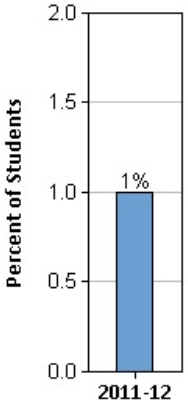
Enrollment and Recruitment

Total Program Enrollment: 29 students

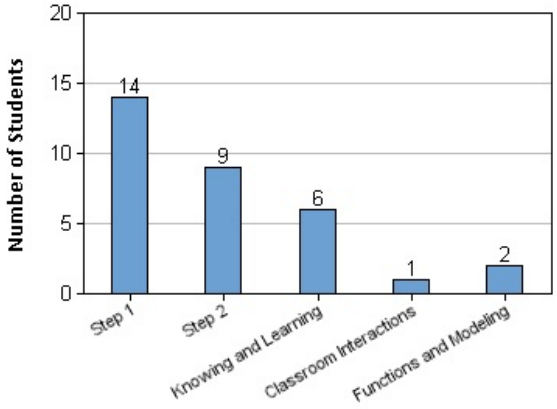
Program Enrollment (Number of Unique Individuals Enrolled in SPSUTeach)



The Percent of Math and Science Students Recruited into SPSUTeach

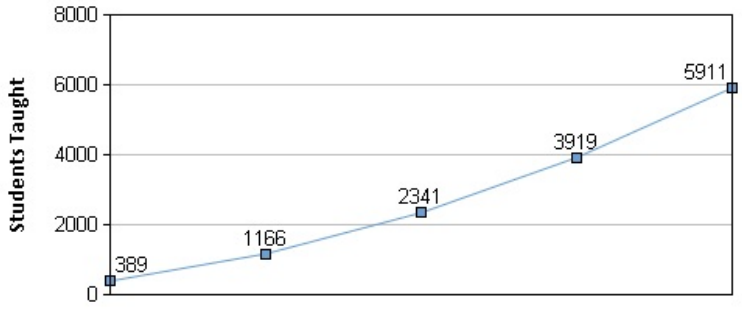


Enrollment by SPSUTeach Course, Fall 2012



Projections of Teachers Produced and Students Taught Five Years After Grant Period for SPSUTeach

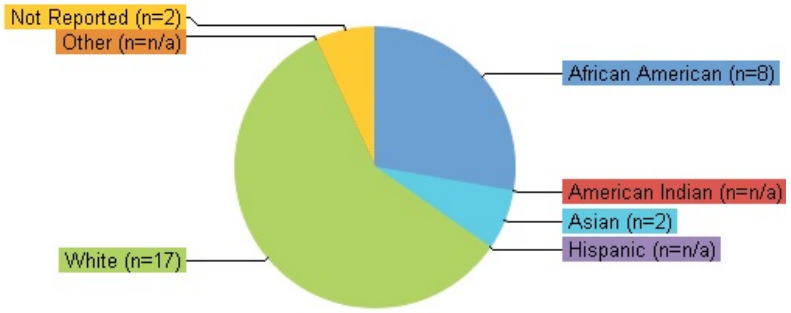
Cumulative number of students taught is based on an assumption that 80% of program graduates who go into teaching will remain for at least five years. Totals assume teachers will teach 150 students per year.



	2015–16	2016–17	2017–18	2018–19	2019–20
Students Taught	389	1166	2341	3919	5911
Graduates (per Year)	4	7	7	7	8
Graduates (Cumulative)	4	11	18	26	33

Student Characteristics - Fall 2012*

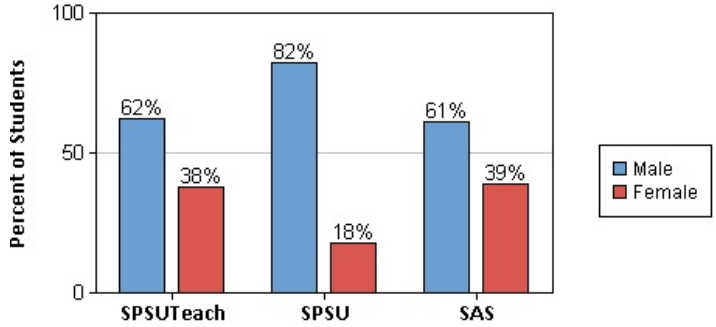
Ethnicity - SPSUTeach - (n=29)



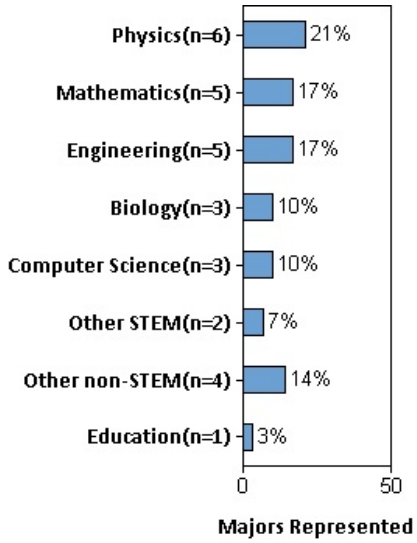
	SPSUTeach		Southern Polytechnic State University		The School of Arts and Sciences	
	n	%	n	%	n	%
African American	8	28%	1149	22.9%	144	23.4%
American Indian	n/a	n/a	14	0.3%	1	0.2%
Asian	2	7%	466	9.3%	82	13.3%
Hispanic	n/a	n/a	373	7.4%	35	5.7%
White	17	59%	2777	55.3%	316	51.4%
Other	n/a	n/a	240	4.8%	37	6.0%
Not Reported	2	7%	0	0.0%	0	0.0%

*Data for the university and the college are from the most current data available.

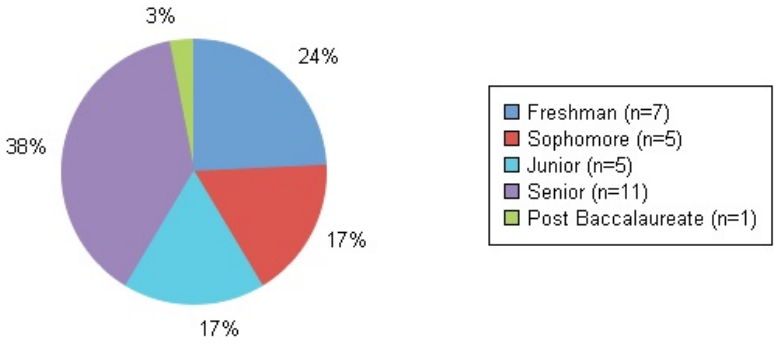
Gender SPSUTeach - (n=29)



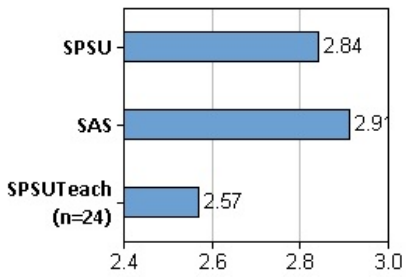
Majors for SPSUTeach - (n=29)



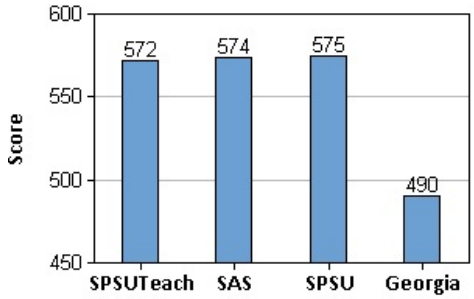
Classification (n=29)



Grade Point Average



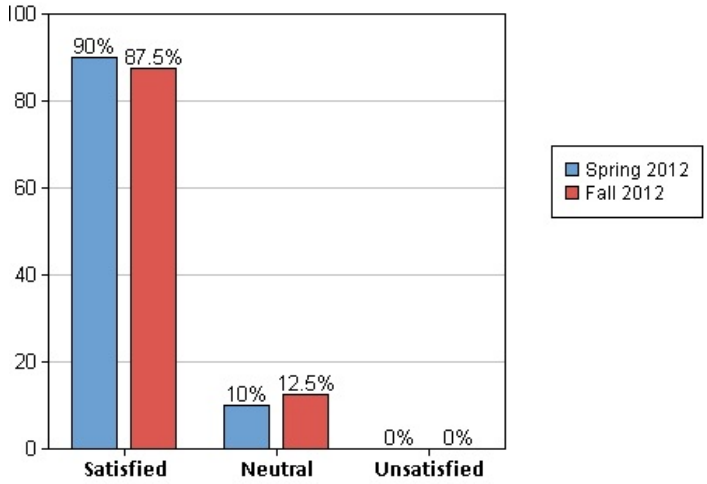
SAT Math Average Scores



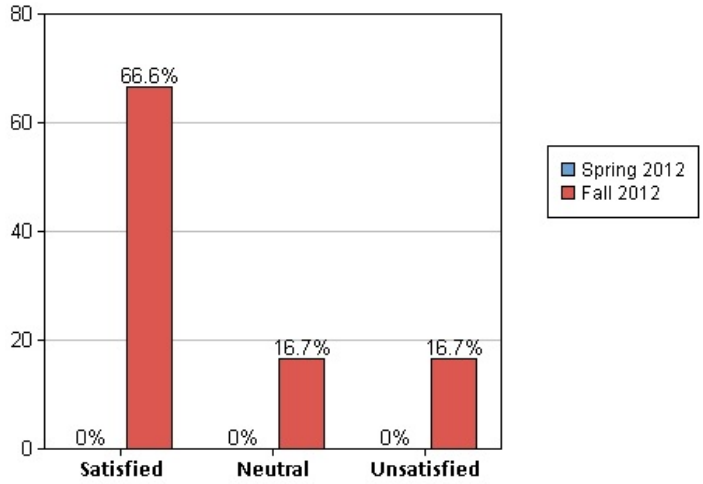
*Data for the university and the college are from the most current data available.

Mid-Semester Survey Return Rate: 75.0%

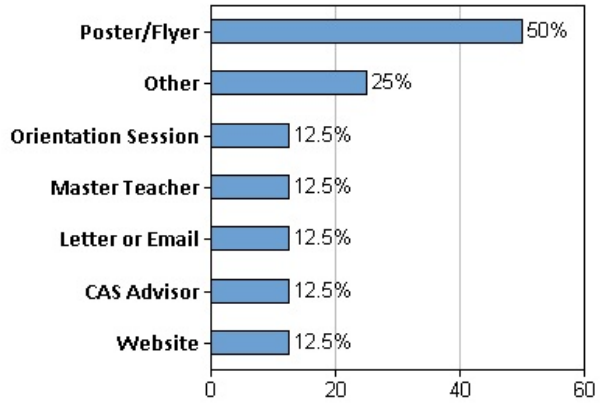
Students Enrolled in Step 1 Equivalent
Overall, how satisfied are you with SPSUTeach so far?



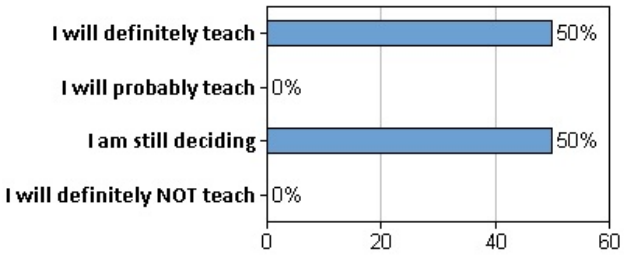
Students Enrolled in Program (excludes Step 1)
Overall, how satisfied are you with SPSUTeach so far?



Students Enrolled in Step 1 Equivalent
How did you hear about the program?



Students Enrolled in Step 1 Equivalent
Do you plan on teaching in a school?



*Multiple answers are allowed.

Retention and Graduation Rates

Program Retention	Program Graduates
Retention of students from Step 1 to Step 2: 62.5% *(Students enrolled in Step 1 who subsequently enrolled in Step 2)*	Projected number of graduates (Fall 2012): 0 *(Number of students enrolled in student teaching)*

Implementation Milestones

ip	Continue to enroll new students in program
✓	Four-year STEM degree plans (or modifications to existing four-year degree plans) drafted
ip	Functional classroom, office space, and student workroom secured or being negotiated
✓	Steering committee meets regularly
✓	Fall 2012 site visit activities completed
✓	PEARS data submitted
✓	UTeach Institute-administered surveys completed
✓	Step 2 implemented
–	UTeach equivalent courses offered as recommended by the implementation schedule, program model, and/or negotiated w/ Institute
✓	Appropriate UTeach equivalent courses listed in Spring 2013 course schedule
✓	Required Instructional Program Review materials submitted by established deadlines
✓	Sufficient number of master teachers employed to adequately support the program
✓	Accurate financials submitted by established deadlines
✓	UTeach Institute's recommendation for continued funding

ip indicates that an adaptation exists; more time is needed to determine progress and alignment with the UTeach model and replication goals.
✓ indicates that the program has fulfilled expectations for this semester/quarter.
– indicates an area in which a permanent deviation exists.

Footnote: SPSUTeach continues to enroll low number of students into the program, specifically freshman and sophomores. Recruitment efforts continue to be increased with an emphasis on targeting sophomores. Currently one classroom and one storage/workspace is dedicated to SPSUTeach. The classroom space was recently renovated to support the modeling of good instructional practices and use of common technology. However, as more students enter the program, additional space will be required to provide a well-equipped workroom. SPSUTeach is implementing the UTeach course sequence more quickly than recommended. Although the UTeach Institute recommends a six-semester implementation sequence for Cohort 3 institutions, SPSUTeach will have offered all UTeach courses after only four semesters. This has resulted in the program offering new courses with low enrollment. For example, one student was enrolled in Classrooms Interactions and two students were enrolled in Functions and Modeling in Fall 2012, which was the first time each course was offered.

SPSUTeach School District Partners

Cobb County Public Schools, Marietta City Schools, Douglas County School System, Fulton County Schools, Gwinnett County Public Schools, Paulding County Public Schools

THE UTEACH INSTITUTE

SPSUTeach Operations Summary

Southern Polytechnic State University
Fall 2012

The UTeach Institute regularly documents progress at universities replicating UTeach nationwide. In the early stages of implementation, co-directors, faculty members, master teachers, students, and program staff are interviewed, and programmatic and course implementation data are collected. After program operations are established, the focus shifts to course observations and student focus groups.

This document reviews program operations to date. As with other UTeach Institute evaluation activities and reports, the operations summary is organized by the *UTeach Elements of Success*, available at http://uteach-institute.org/publications.

Purposes of the Operations Summary

- To document the progress made thus far at each partner university, in order to plan technical support and determine how best to balance future operational and instructional support and evaluation
- To engage partner universities with a framework that describes the *UTeach Elements of Success* and the standards against which progress toward full UTeach implementation is measured
- To provide funders with data on our partner programs' operational progress

Program Operations Summary

This summary details (a) the program's operational progress as of Fall 2012 and (b) any remaining operational tasks to ensure fidelity and sustainability. Not all elements are expected to be in place from the beginning of implementation. Remaining programmatic challenges will continue to be monitored and supported by the UTeach Institute.

Throughout this summary, the following notations are used.

✓	The program is fulfilling expectations at this time
ip	Program personnel are actively attempting to bring the program into alignment with replication goals
–	More time is needed to determine progress
–	A deviation from the model exists
na	Not applicable, either due to the university's local context or to the point at which the program is in its development (e.g., activities related to serving students cannot be addressed during the planning period)

THE UTEACH INSTITUTE

SPSUTeach Operations Summary

Southern Polytechnic State University
Fall 2012

UTeach Elements of Success | 1: Distinctive Program Identity

"UTeach has an established identity as a prestigious secondary STEM teacher preparation program that attracts high caliber students, experienced and successful master teachers, and tenure-track faculty who are interested in the reform of STEM education."

✓	*"UTeach is an academic program that functions like a department, employing its own co-directors, program support staff, student advisors, master teachers, and tenure-track faculty."*
ip	*"UTeach is name-branded and actively promoted through marketing materials, press releases, special announcements, and ceremonies that honor students and faculty."*
Currently SPSUTeach is the only operational program leading to initial teaching licensure out of Teacher Education at SPSU. This has lead to SPSUTeach and Teacher Education being used interchangeably in promotional materials, on program websites, and in general communications regarding SPSUTeach.	
✓	*"UTeach is the only undergraduate program at the university that recommends STEM majors for teaching certification."*
SPSU was in the process of developing, but had not implemented, a suite of teacher certification pathways before applying for the Race to The Top funding. SPSUTeach is now the only teacher certification pathway on campus.	
✓	*"A UTeach Website provides a comprehensive program description and ready access to course offerings, program news and reports, and other items of significance."*
SPSUTeach website: http://www.spsu.edu/spsuteach/	
✓	*"A UTeach student organization fosters camaraderie among participants, establishes a presence on campus, and promotes the program to students and within the university community."*
ip	*"UTeach students are honored for choosing to become teachers through special ceremonies; opportunities to meet with university administrators, program co-directors and other supporters; and press coverage."*
Students are provided opportunities to interact co-directors frequently. Activities and events to honor students should be developed as SPSUTeach matures.	

UTeach Elements of Success | 2: Cross-College and School District Collaboration

"UTeach is a formally coordinated effort of the equivalents of the College of Education, the College of Liberal Arts, and the college(s) responsible for administering STEM degrees."

ip	*"UTeach co-directors—one representing the STEM college(s) and one representing the College of Education or its equivalent—collaborate to ensure effective program operations and a high quality teacher preparation experience for students."*
Faculty from STEM disciplines and the newly-formed Teacher Education unit are collaborating to launch SPSUTeach. Co-directors are responsible for developing the Teacher Education Department, of which SPSUTeach is apart, as well as navigating state and national accreditation processes for the first time at the university. SPSUTeach would benefit from additional focus on program priorities and day-to-day operations.	
✓	*"A cross-college steering committee that includes representatives from program faculty and staff meets regularly to develop program policies, monitor curriculum and instructional effectiveness, and manage student affairs and program operations."*
✓	*"Master teachers and tenure-track faculty from all participating colleges are actively involved in the development and ongoing implementation of the UTeach program to ensure effective course articulation, explicit connections between mathematics and science, and an appropriate balance of STEM content and pedagogical instruction."*
✓	*"Administrators, content specialists, and mentor teachers from one or more school districts work collaboratively with UTeach faculty to ensure relevant, high quality field experiences, feedback, and mentoring throughout the students' UTeach program of study."*

THE UTEACH INSTITUTE

SPSUTeach Operations Summary

Southern Polytechnic State University
Fall 2012

UTeach Elements of Success | 3: Long-Term Institutional and Community Support

"UTeach is a long-term institutional and community priority that is sustained through ongoing financial support from university and college administrators, as well as a broader range of stakeholders concerned with STEM education reform. UTeach is afforded a level of stability similar to other university departments and is not an outreach effort."

ip	*"The university provides a recurring instructional budget, as well as ongoing in-kind support, such as appropriate office space, well-equipped classrooms and laboratories, dedicated student advisors, and an administrative office staff to provide professional services such as purchasing and managing materials, scheduling classes, and processing payments for mentor teachers and student internships."*
Currently one classroom, two offices and one large storage/workspace is dedicated to SPSUTeach. The classroom space was recently renovated before the start of the Spring 2012 semester. However, room for growth is being negotiated.	
✓	*"UTeach co-directors proactively advocate for programmatic needs and ensure that university leadership is kept informed of program progress and growth."*
✓	*"Program elements that cannot be paid for by university instructional funds are supported by gifts from individuals, corporations, foundations, and other public and private sources."*
ip	*"A dedicated task force made up of college development officers, business leaders, and UTeach faculty and staff works to promote the UTeach program and raise funds toward a long-term endowment goal."*
A task force for the Teacher Education Program was created in the 2010-2011 academic year. However, SPSUTeach is still working to create an endowment account for the program. SPSUTeach does not have a short-term goal and their long-term endowment goal is $100,000 by August 2016. The current endowment balance is $0.	
✓	*"Instructors and staff apply for and administer competitive state and national grants and other awards to provide additional financial support to the program."*
SPSUTeach has submitted several proposals to help support the program. Recently, AT&T awarded SPSUTeach $25,000 to purchase technology.	

UTeach Elements of Success | 4: Compact and Flexible Degree Plans

"UTeach offers four-year degree plans that fully integrate students' STEM content major requirements and UTeach program requirements and allow students to obtain secondary STEM teaching certification while earning degrees in science, computer science, engineering, or mathematics."

✓	*"UTeach explicitly recognizes the difficulties posed to students with limited economic means who traditionally have had to complete additional undergraduate semesters in order to earn teaching certification in addition to their STEM major degrees, as well as the importance of diversifying the current secondary STEM teaching force. As a result, UTeach degree plans allow students to earn both a degree in their major and teaching certification in the same amount of time required by equivalent undergraduate STEM degrees, usually between 120 and 126 semester credit hours, without the requirement and cost of additional undergraduate semesters."*
✓	*"UTeach program degrees are equivalent in rigor to other undergraduate STEM degrees, in addition to being fully coordinated with state and national standards for teacher preparation in these disciplines."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled.	
✓	*"UTeach degree plans include a limited professional development sequence of specially designed courses in mathematics and science education as well as domain-specific mathematics and science courses that fulfill multiple university requirements."*

ip	*"UTeach provides various pathways for completing required coursework such that program enrollment is open to students at any point in their undergraduate careers, allowing upperclassmen and post-baccalaureate candidates to complete the program in as few as three academic semesters under certain circumstances."*
SPSUTeach has thus far attracted mainly upper classmen and post-baccalaureate students. Program faculty have gone to great lengths to create pathways for certification for these advanced students. The UTeach model does encourage students at multiple entry points to be able to enter the program and matriculate through. However, such flexible entry is expected only after courses have been implemented and the program is established enough to provide the extra support necessary for students taking multiple field-experience courses (as is necessary for accelerated pathways). In UTeach Austin's experience, only a select few students who are highly organized and have sufficient time in their schedules can handle more than one field-based course at a time. Additionally, the UTeach program is only able to support a small number of students who will need the added support necessary for completing such courses. Therefore an appeals process is in place that students must go through before being allowed to co-enroll in fieldwork courses. The UTeach Institute is concerned that SPSUTeach's focus on the small number of upper classmen and post-baccalaureate students to complete the program by taking multiple field-experience courses in a semester will apply extra strain and demand on limited resources. This may also be distracting from the more immediate goal of creating a robust and sustainable program that is attractive to freshman and sophomores, who are at the stage that this program is designed to capture.	

UTeach Elements of Success | 5: Active Student Recruitment and Support

"UTeach actively recruits to attract the greatest possible number of STEM majors and provides significant resources and encouragement to maximize program and career retention."

ip	*"UTeach employs a variety of targeted communication strategies and recruitment events to ensure that all STEM majors, particularly incoming freshman, are invited to participate in the program and aware of its benefits."*
Enrollment numbers for SPSUTeach have been low through the first two semesters of implementation. Specifically, there have been few freshman (about 5) that have registered for Step 1.	
ip	*"The first two, one-hour field-based courses allow students to try out teaching in a positive and supportive environment with no demand for commitment to continue in the program. Students are offered a financial incentive, such as a tuition rebate, for completing each of these courses."*
After much thought and consideration, SPSU decided not to offer tuition rebates for Step 1 or Step 2. However, in response to Institute recommendations, plans to do so next semester are being discussed.	
ip	*"STEM major and UTeach program advisors actively support careers in teaching and are well informed about the wide variety of degree plans leading to certification, ensuring that UTeach pre-service teachers successfully meet all requirements for graduation."*
SPSUTeach is actively working on educating STEM major advisors regarding the brand new program.	
ip	*"Students are provided a well-equipped workroom with appropriate meeting space, convenient to UTeach classrooms and master teacher and administrative offices, to build community, encourage collaboration, and develop peer support."*
An SPSUTeach student workroom is located in the back of the program classroom. As the program grows a more accessible, well-equipped, and dedicated space will need to be obtained. Co-directors and university leadership are actively pursuing additional program space.	

ip	*"Students have opportunities, facilitated and paid for by the program, to earn income and gain relevant work experience through flexible internship placements at nonprofit STEM or education-related organizations."*
Internships have not yet been offered, however plans are being developed to offer internships to SPSUTeach students as the program matures.	
na	*"UTeach graduates who enter the teaching profession receive two years of intensive, individualized induction support, including classroom visits, regularly scheduled professional development opportunities, online mentoring, and access to a lending library of materials."*
SPSUTeach has not yet produced graduates. The first cohort of completers are expected in Fall 2013.	

UTeach Elements of Success | 6: Dedicated Master Teachers

"UTeach master teachers – non-tenured clinical faculty with exemplary secondary teaching experience – are exclusively dedicated to student support and program success."

✓	*"Master teachers are widely recognized for their educational leadership and secondary mathematics, science, or computer science teaching experience; have earned at least a master's degree; and demonstrate their skill and passion for working with students and novice teachers."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled.	
ip	*"Master teachers are appointed as non-tenured clinical faculty and are paid from the university instructional budget, hired at a ratio of approximately one per 50 students in a mature program."*
During the planning year master teachers were designated as "temporary instructors." They are now designated as "Special Purpose Faculty (Master Teachers)," to distinguish them from other non-tenure track or tenure track faculty. Discussions have begun about approaching the Board of Regents to ask to revise the current definition of "non-tenured clinical faculty" so that master teachers would be included.	
✓	*"Master teachers co-teach or formally support field-based courses, observing and providing written and oral feedback to evaluate and help students improve their skills throughout the program."*
✓	*"Master teachers manage field experiences, working with local school district teachers and administrators to ensure appropriate field placements and productive teaching experiences for UTeach students."*
✓	*"Master teachers maintain an "open door" policy, making themselves available to students on demand."*
✓	*"Master teachers are active in program recruitment, manage student internships, and participate in a variety of other student support activities, including tracking students and identifying and following up with any students in danger of not completing the program."*
na	*"Master teachers are knowledgeable about what new teachers encounter and provide ongoing and on-demand career support for UTeach graduates, particularly during their first two years of induction into the profession."*
SPSUTeach does not have graduates currently in their first two years of teaching.	

THE UTEACH INSTITUTE

SPSUTeach Operations Summary

Southern Polytechnic State University
Fall 2012

UTeach Elements of Success | 7: Rigorous, Research-Based Instruction

"UTeach courses are designed to develop deep understanding of content of particular importance to future secondary STEM teachers and build strong connections between mathematics and science and between educational theory and practice."

✓	*"Rigorous learning outcomes are aligned with national, state, and program standards. Evidence of student proficiency is measured throughout the program using standardized assessments, including a final portfolio of student work and a field teaching evaluation. Students are required to demonstrate competency across domains ranging from STEM content knowledge to equitable instruction and professional responsibility in order to be recommended for certification."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled.	
✓	*"UTeach faculty actively involved in STEM research teach content courses such as Functions and Modeling and Research Methods that address topics of particular importance for future STEM teachers, including the processes by which scientists and mathematicians arrive at new knowledge and methods."*
✓	*"UTeach science and mathematics education faculty are active in research related to STEM teaching and learning, including how students learn mathematics and science, how to assess what students know, and how to incorporate learning technologies to enhance student learning."*
✓	*"UTeach faculty actively involved in research on the history or philosophy of science or mathematics teach Perspectives on Science and Mathematics, a content course that develops students' conceptions about the historical and philosophical development of STEM disciplines."*
✓	*"Pedagogical instruction throughout the program is discipline specific, focusing on research-based best practices in STEM teaching and learning and the connections between mathematics and science and among the sciences."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
✓	*"Course instructors—both master teachers and tenure-track faculty— purposefully model effective STEM instruction as students learn to employ research-based pedagogical methods and strategies ranging from inquiry to direct instruction, connecting theory to practice throughout the program."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
✓	*"Courses emphasize the underlying interconnections between mathematics and science and among the sciences, while making explicit what research in the learning sciences implies about the similarities and differences in how each is taught and learned. Science, mathematics, and computer science majors take UTeach courses together and collaborate whenever possible."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
✓	*"All UTeach courses integrate research-based themes important to STEM education, including research on and strategies to ensure equitable instruction, how to create and analyze authentic assessments, and pedagogically effective uses of a wide variety of technological tools."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	

Note: Only the courses implemented and formally observed to date (namely, Step 1, Step 2, and Knowing and Learning) are taken into consideration when evaluating specific instructional items above. Formal observations and reviews of Classroom Interactions and Functions and Modeling were scheduled to take place during the Fall 2012 semester, however, due to low enrollments and/or a needed shift in priority of course objectives, the UTeach Institute decided to postpone the reviews of these courses until the next time they are offered, when they can be more aligned with the UTeach model courses.

UTeach Elements of Success | 8: Early and Intensive Field Experiences

"In order to promote confidence and accelerate professional development, UTeach students begin a carefully scaffolded sequence of intensive teaching opportunities in their first semester of the program and continue these field experiences throughout."

✓	*"Field experiences are domain specific, tightly articulated with the UTeach curriculum, and closely supervised by course instructors—both tenure-track faculty and master teachers—to promote full integration of critical knowledge and skills."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
✓	*"Students develop their own lesson plans, using research-based instructional materials and strategies, with intensive coaching and feedback from both master teachers and tenure-track faculty who are experts in STEM content and pedagogy, in order to ensure UTeach expectations for accuracy and inquiry-based practice are met."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
✓	*"Students experience multiple STEM teaching opportunities in high-need and diverse elementary, middle, and high school settings to gain an understanding of current K-12 public school environments and student populations."*
✓	*"Beginning in their first semester and throughout the program, students' time in classrooms is carefully structured, from focused observations of authentic teaching to clinical interviews of students regarding problem solving strategies to their own experiences teaching, receiving formative feedback, and revising and re-teaching lessons."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
✓	*"Mentor teachers—host K–12 teachers who receive stipends for their collaboration—create supportive classroom environments, review lesson plans, and provide oral and written feedback to UTeach students after observing them teach."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	

Note: Only the courses implemented and observed to date (namely, Step 1, Step 2, and Knowing and Learning) are taken into consideration when evaluating specific instructional items.

UTeach Elements of Success | 9: Continuous Program Improvement

"UTeach systematically collects and analyzes both student and program level data to make informed decisions about program development and improvement."

✓	*"UTeach systematically gathers and reports data on the characteristics of its students and graduates, including numbers of students, grade point average distributions, demographic information, graduation rates, and retention rates in teaching."*
Note: The UTeach Institute currently collects these data from all programs.	
✓	*"UTeach program co-directors, master teachers, tenure-track faculty, and administrative staff regularly review data on program indicators, reflect on successes and challenges, plan for upcoming semesters, and continue to refine program components."*
✓	*"The UTeach curriculum is regularly reviewed by the steering committee and instructional teams of faculty and refined to ensure course alignment, minimize redundancies, and update content in accordance with current research on best practices and state and national guidelines."*

✓	*"Students provide formal, anonymous feedback on the UTeach program and courses through a variety of surveys and are given the opportunity to voice opinions in the presence of program decision-makers at regularly scheduled events and activities."*
Note: The UTeach Institute currently collects student survey data from all programs.	
✓	*"UTeach program co-directors, master teachers, tenure-track faculty, and administrative staff interact regularly with colleagues from universities replicating UTeach and other institutions to share information on program development, management, and general concerns related to STEM teacher preparation and support."*

Additional Grant Compliance Activities

✓	*IRB approval has been secured locally.*
ip	*The program has been granted state approval and is able to offer secondary STEM teacher certifications to students.*
SPSUTeach is in process for full approval by the Georgia Professional Standards Commission for granting teacher certification and should have full approval by the state by May 2013.	
✓	*Formal processes have been developed for selecting mentor teachers and training them on the program's expectations.*
✓	*Program and student level data have been submitted to the UTeach Institute for current term.*
✓	*University profile data have been submitted to the UTeach Institute for the current term.*
✓	*All requested student surveys were administered in the current term.*
75% of the students in SPSUTeach responded to the UTeach Institute administered midterm survey.	
✓	*All appropriate course materials have been submitted to the UTeach Institute for instructional program review for the current term.*
Note: Instructional program review activities are documented separately in cross-site reports by cohort and course.	
✓	*The program was represented at appropriate UTeach Institute support events in the current term (e.g., course workshops, retreats, annual conference).*
Support events from Summer and Fall 2012 with the SPSUTeach attendance are listed below. • UTeach/NMSI Annual Conference – 4 • Step 1 & 2 – 2 • Apprentice Teaching – 2 (This workshop will be offered again in Spring 2014.) • Classroom Interactions – 1 • Knowing & Learning – 0 (This course was implemented at SPSU in Fall 2012) • Functions & Modeling – 1 • Research Methods – 1 • Perspectives in Mathematics and Science – 1	

UTeach Institute Recommendations for Progress and Sustainability

Element 1: Distinctive Program Identity

- Update the program website as new information becomes available.
- Assist students with efforts to grow SEE, the student organization.
- Continue thinking of ways to honor students.
- Continue to educate advisors about SPSUTeach.
- Ensure program advertising and promotional materials clearly communicate the programs unique cross-departmental collaborative efforts. Specifically, that students maintain their content majors while exploring teaching and possibly obtaining teacher certification.

Element 2: Cross-College and School District Collaboration

- Hire a dedicated program coordinator, an associate director, or a third co-director to manage daily programmatic tasks and focus on specific programmatic goals such as freshman recruitment, creating a distinct program identify within Teacher Education, etc.
- Continue meeting with the SPSUTeach steering committee regularly as well as with various subcommittees and other stakeholders.

Element 3: Long-Term Institutional and Community Support

- Continue to pursue additional space to accommodate the program as it grows. As enrollment grows there will be a greater need for an accessible and well-equipped student workroom.
- Pursue additional grants and other awards to provide ongoing financial support to the program.
- Establish an endowment account dedicated to SPSUTeach.
- Work with the development task force to promote the SPSUTeach program and raise funds for your endowment.
- Increase the long-term endowment goal. $100,000 will not generate the necessary funds to support the SPSUTeach elements not supported by institutional funds. Typical long-term endowment goals for UTeach programs are generally between $3,000,000 and $10,000,000, depending on the desired ultimate program size goal.
- Actively raise funds for the program endowment *(this is in progress)*.

Element 4: Compact and Flexible Degree Plans

- Ensure that there is ample planning time before implementing each course, particularly in light of the fact that courses are being implemented much more quickly than the UTeach Institute recommends.
- Strategically plan course offerings to ensure a sufficient number of students enrolled to ensure the best use of resources and to support effective instruction.
- Establish policies and procedures to ensure students receive the intended experiences from the program. For example, a limit on the number of field-based courses a student is able to complete simultaneously is needed.

Element 5: Active Student Recruitment and Support

- Offer tuition rebates to students who successfully complete each introductory SPSUTeach course. Highlight this incentive in promotional materials emphasizing the risk-free trial aspect of the program.
- More prominently highlight the exploratory aspect of the program in promotional materials and when speaking to prospective students. Be sure to communicate that the first two courses of the program allow students to try teaching without committing to Teacher Education or SPSUTeach.
- Explore hiring a marketing professional to help create and implement a recruitment plan that will attract students, specifically freshmen and sophomores, into Step 1.
- Work with leadership to find additional space for a well-equipped and accessible workroom with appropriate meeting space, convenient to UTeach classrooms and master teacher/administrative offices.
- Ensure that all STEM major advisors are thoroughly informed about the program.
- Develop internship opportunities for students.
- Actively recruit students into Step 1, *(in progress,)* paying specific attention to freshman and sophomores.
- Begin thinking of induction plans for graduates.

Element 6: Dedicated Master Teachers

- Begin planning for the transition of master teacher salaries to the university instructional budget.
- Work with other UTeach partner programs in Georgia, the Governor's Office, the Board of Regents, and any other interested parties to modify the "non-tenured clinical faculty" classification so that it may be used for master teachers, or provide an equally appropriate classification that is permanent, recognizable to other staff, and provides pathways for promotion.

Element 7: Rigorous, Research-Based Instruction

- Continue meeting with the SPSUTeach steering committee, subcommittees, and faculty to facilitate the implementation of the UTeach curriculum.

Element 8: Early and Intensive Field Experiences

- Continue refining the mentor teacher selection process.
- Continue to develop plans for training mentor teachers.

Element 9: Continuous Program Improvement

- Ensure that instructors teaching program courses are aware of appropriate UTeach Institute workshops and other events, the Members Website, and other resources and support available to them by the UTeach Institute, as well as any requirements or deadlines for submission of course materials for instructional program review.
- Send course instructors and other appropriate individuals (e.g., master teachers supporting field courses) to all appropriate course workshops and other support events offered by the UTeach Institute.

Additional Grant Compliance Activities:

- Continue to work with the state to acquire state approval to recommendation candidates for a teaching credential.

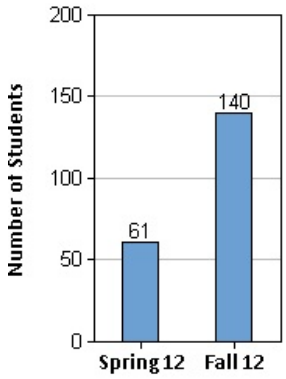
University of West Georgia - UTeach West Georgia

Progress Report - Fall 2012

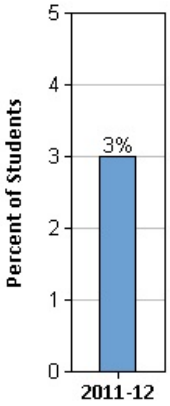
Enrollment and Recruitment

Total Program Enrollment: 140 students

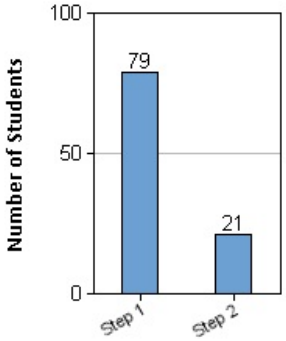
Program Enrollment (Number of Unique Individuals Enrolled in UTeach West Georgia)



The Percent of Math and Science Students Recruited into UTeach West Georgia

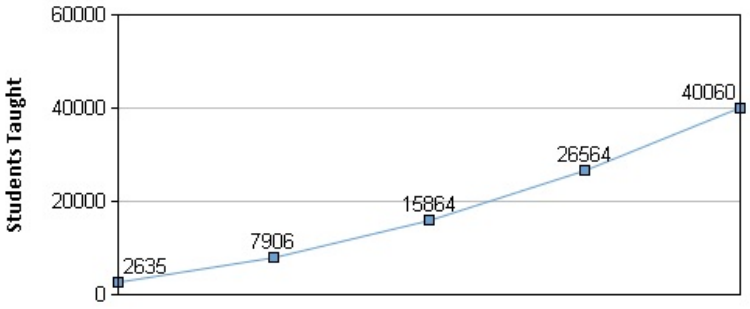


Enrollment by UTeach West Georgia Course, Fall 2012



Projections of Teachers Produced and Students Taught Five Years After Grant Period for UTeach West Georgia

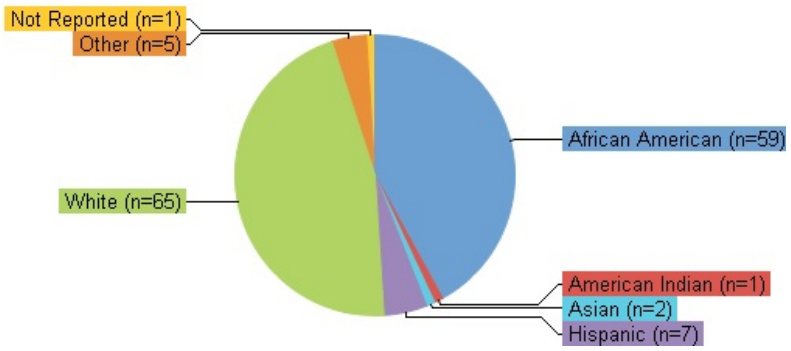
Cumulative number of students taught is based on an assumption that 80% of program graduates who go into teaching will remain for at least five years. Totals assume teachers will teach 150 students per year.



	2015–16	2016–17	2017–18	2018–19	2019–20
Students Taught	2635	7906	15864	26564	40060
Graduates (per Year)	24	49	50	51	52
Graduates (Cumulative)	24	73	123	174	226

Student Characteristics - Fall 2012*

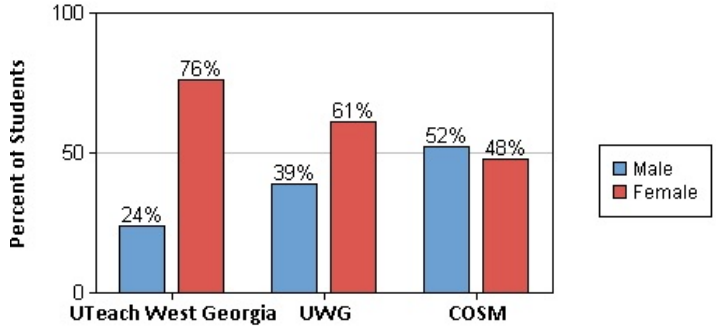
Ethnicity - UTeach West Georgia - (n=140)



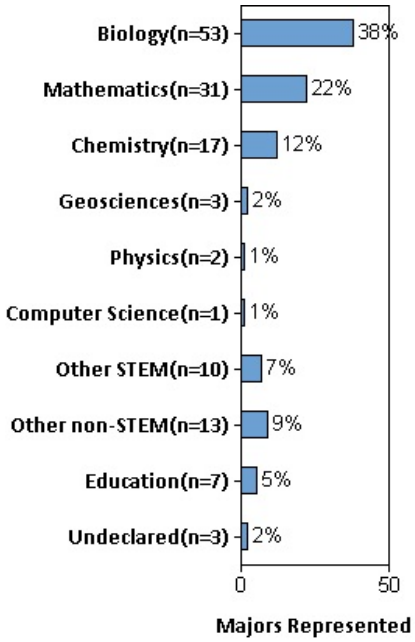
	UTeach West Georgia		University of West Georgia		College of Science and Mathematics	
	n	%	n	%	n	%
African American	59	42%	2956	29.5%	608	33.8%
American Indian	1	1%	25	0.2%	7	0.4%
Asian	2	1%	116	1.2%	38	2.1%
Hispanic	7	5%	395	3.9%	81	4.5%
White	65	46%	5568	55.5%	898	49.9%
Other	5	4%	969	9.7%	167	9.3%
Not Reported	1	1%	0	0.0%	0	0.0%

*Data for the university and the college are from the most current data available.

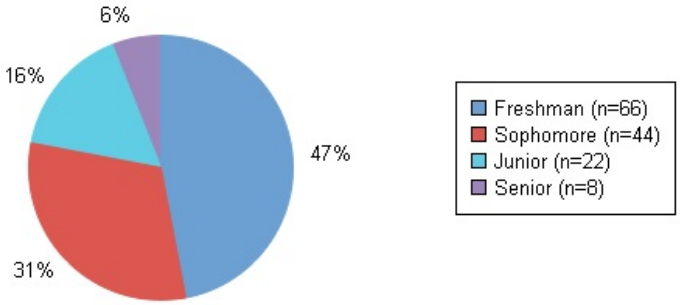
Gender UTeach West Georgia - (n=140)



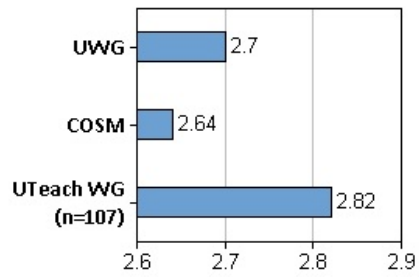
Majors for UTeach West Georgia - (n=140)



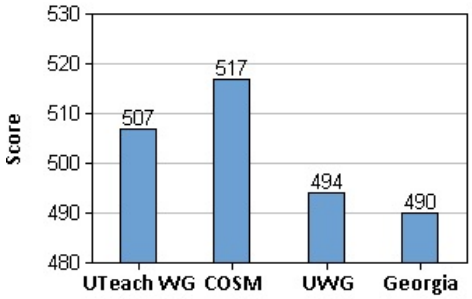
Classification (n=140)



Grade Point Average



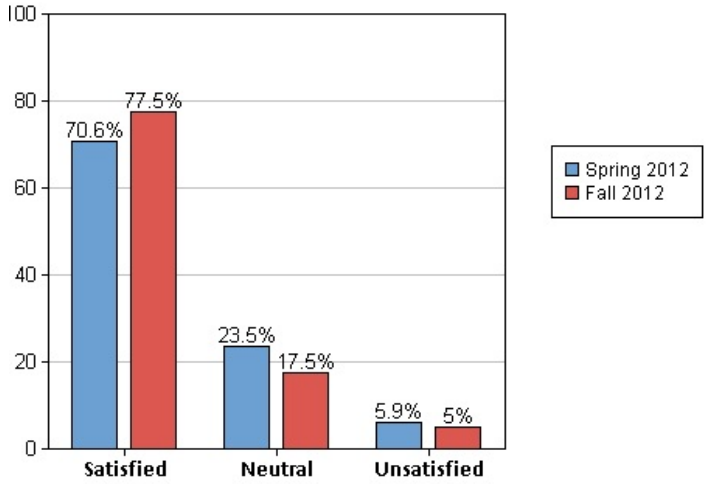
SAT Math Average Scores



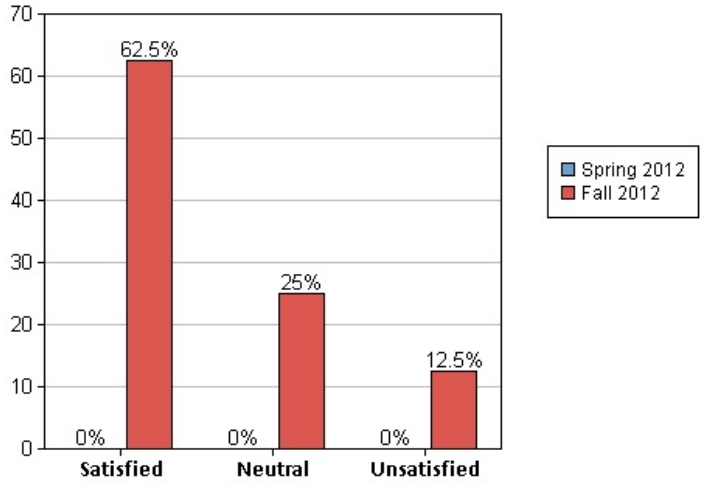
*Data for the university and the college are from the most current data available.

Mid-Semester Survey Return Rate: 56.0%

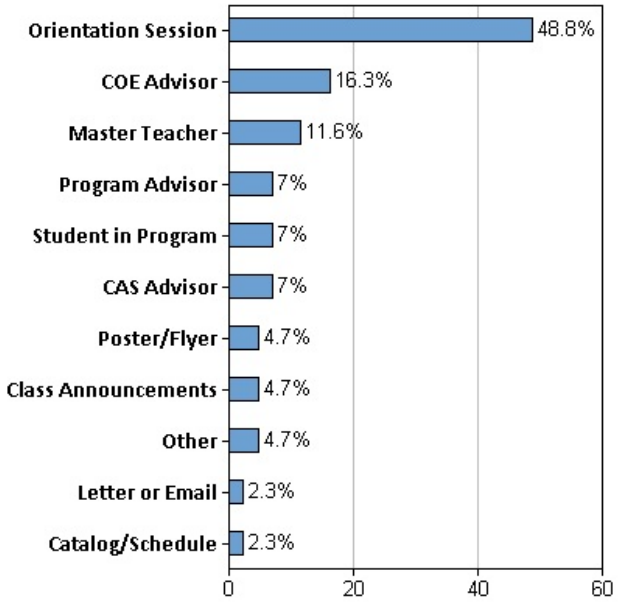
Students Enrolled in Step 1 Equivalent
Overall, how satisfied are you with UTeach West Georgia so far?



Students Enrolled in Program (excludes Step 1)
Overall, how satisfied are you with UTeach West Georgia so far?

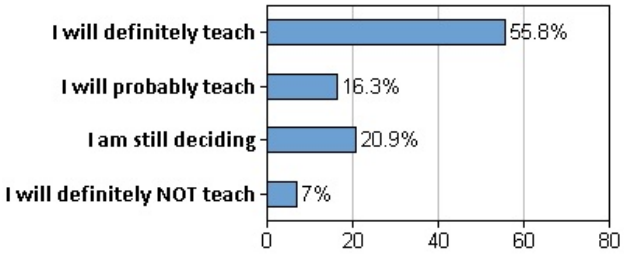


Students Enrolled in Step 1 Equivalent
How did you hear about the program?



*Multiple answers are allowed.

Students Enrolled in Step 1 Equivalent
Do you plan on teaching in a school?



Retention and Graduation Rates

Program Retention	Program Graduates
Retention of students from Step 1 to Step 2: 31.1% *(Students enrolled in Step 1 who subsequently enrolled in Step 2)*	Projected number of graduates (Fall 2012): 0 *(Number of students enrolled in student teaching)*

Implementation Milestones

✓	Continue to enroll new students in program
✓	Four-year STEM degree plans (or modifications to existing four-year degree plans) drafted
✓	Functional classroom, office space, and student workroom secured or being negotiated
✓	Steering committee meets regularly
✓	Fall 2012 site visit activities completed
✓	PEARS data submitted
✓	UTeach Institute-administered surveys completed
✓	Step 2 implemented
✓	UTeach equivalent courses offered as recommended by the implementation schedule, program model, and/or negotiated w/ Institute
✓	Appropriate UTeach equivalent courses listed in Spring 2013 course schedule
✓	Required Instructional Program Review materials submitted by established deadlines
✓	Sufficient number of master teachers employed to adequately support the program
✓	Accurate financials submitted by established deadlines
✓	UTeach Institute's recommendation for continued funding

✓ indicates that the program has fulfilled expectations for this semester/quarter.

UTeach West Georgia School District Partners

Carroll County Schools, Carrollton City Schools, Haralson County Schools

THE UTEACH INSTITUTE

UTeach West Georgia Operations Summary

University of West Georgia
Fall 2012

The UTeach Institute regularly documents progress at universities replicating UTeach nationwide. In the early stages of implementation, co-directors, faculty members, master teachers, students, and program staff are interviewed, and programmatic and course implementation data are collected. After program operations are established, the focus shifts to course observations and student focus groups.

This document reviews program operations to date. As with other UTeach Institute evaluation activities and reports, the operations summary is organized by the *UTeach Elements of Success*, available at http://uteach-institute.org/publications.

Purposes of the Operations Summary

- To document the progress made thus far at each partner university, in order to plan technical support and determine how best to balance future operational and instructional support and evaluation
- To engage partner universities with a framework that describes the *UTeach Elements of Success* and the standards against which progress toward full UTeach implementation is measured
- To provide funders with data on our partner programs' operational progress

Program Operations Summary

This summary details (a) the program's operational progress as of Fall 2012 and (b) any remaining operational tasks to ensure fidelity and sustainability. Not all elements are expected to be in place from the beginning of implementation. Remaining programmatic challenges will continue to be monitored and supported by the UTeach Institute.

Throughout this summary, the following notations are used.

✓	The program is fulfilling expectations at this time
ip	Program personnel are actively attempting to bring the program into alignment with replication goals
–	More time is needed to determine progress
–	A deviation from the model exists
na	Not applicable, either due to the university's local context or to the point at which the program is in its development (e.g., activities related to serving students cannot be addressed during the planning period)

UTeach Elements of Success | 1: Distinctive Program Identity

"UTeach has an established identity as a prestigious secondary STEM teacher preparation program that attracts high caliber students, experienced and successful master teachers, and tenure-track faculty who are interested in the reform of STEM education."

✓	*"UTeach is an academic program that functions like a department, employing its own co-directors, program support staff, student advisors, master teachers, and tenure-track faculty."*
Currently faculty from the College of Science and Mathematics advise program students regarding their content area while College of Education personnel advise regarding teacher certification requirements. As enrollment grows, we recommend hiring a dedicated program advisor for the program.	
✓	*"UTeach is name-branded and actively promoted through marketing materials, press releases, special announcements, and ceremonies that honor students and faculty."*

ip	*"UTeach is the only undergraduate program at the university that recommends STEM majors for teaching certification."*
There is currently an additional undergraduate STEM teaching pathway that is planned to be phased out in the 2013-2014 academic year.	
✓	*"A UTeach Website provides a comprehensive program description and ready access to course offerings, program news and reports, and other items of significance."*
UTeach West Georgia website: http://www.westga.edu/uteach/	
✓	*"A UTeach student organization fosters camaraderie among participants, establishes a presence on campus, and promotes the program to students and within the university community."*
ip	*"UTeach students are honored for choosing to become teachers through special ceremonies; opportunities to meet with university administrators, program co-directors and other supporters; and press coverage."*
Such activities are expected to occur as the program matures.	

UTeach Elements of Success | 2: Cross-College and School District Collaboration

"UTeach is a formally coordinated effort of the equivalents of the College of Education, the College of Liberal Arts, and the college(s) responsible for administering STEM degrees."

✓	*"UTeach co-directors—one representing the STEM college(s) and one representing the College of Education or its equivalent—collaborate to ensure effective program operations and a high quality teacher preparation experience for students."*
✓	*"A cross-college steering committee that includes representatives from program faculty and staff meets regularly to develop program policies, monitor curriculum and instructional effectiveness, and manage student affairs and program operations."*
✓	*"Master teachers and tenure-track faculty from all participating colleges are actively involved in the development and ongoing implementation of the UTeach program to ensure effective course articulation, explicit connections between mathematics and science, and an appropriate balance of STEM content and pedagogical instruction."*
✓	*"Administrators, content specialists, and mentor teachers from one or more school districts work collaboratively with UTeach faculty to ensure relevant, high quality field experiences, feedback, and mentoring throughout the students' UTeach program of study."*

UTeach Elements of Success | 3: Long-Term Institutional and Community Support

"UTeach is a long-term institutional and community priority that is sustained through ongoing financial support from university and college administrators, as well as a broader range of stakeholders concerned with STEM education reform. UTeach is afforded a level of stability similar to other university departments and is not an outreach effort."

✓	*"The university provides a recurring instructional budget, as well as ongoing in-kind support, such as appropriate office space, well-equipped classrooms and laboratories, dedicated student advisors, and an administrative office staff to provide professional services such as purchasing and managing materials, scheduling classes, and processing payments for mentor teachers and student internships."*
✓	*"UTeach co-directors proactively advocate for programmatic needs and ensure that university leadership is kept informed of program progress and growth."*
✓	*"Program elements that cannot be paid for by university instructional funds are supported by gifts from individuals, corporations, foundations, and other public and private sources."*

✓	*"A dedicated task force made up of college development officers, business leaders, and UTeach faculty and staff works to promote the UTeach program and raise funds toward a long-term endowment goal."*
UTeach West Georgia's short-term endowment goal is $1,000,000 and the long-term goal is $5,000,000. The current endowment amount is $3,254.00.	
✓	*"Instructors and staff apply for and administer competitive state and national grants and other awards to provide additional financial support to the program."*

UTeach Elements of Success | 4: Compact and Flexible Degree Plans

"UTeach offers four-year degree plans that fully integrate students' STEM content major requirements and UTeach program requirements and allow students to obtain secondary STEM teaching certification while earning degrees in science, computer science, engineering, or mathematics."

✓	*"UTeach explicitly recognizes the difficulties posed to students with limited economic means who traditionally have had to complete additional undergraduate semesters in order to earn teaching certification in addition to their STEM major degrees, as well as the importance of diversifying the current secondary STEM teaching force. As a result, UTeach degree plans allow students to earn both a degree in their major and teaching certification in the same amount of time required by equivalent undergraduate STEM degrees, usually between 120 and 126 semester credit hours, without the requirement and cost of additional undergraduate semesters."*
✓	*"UTeach program degrees are equivalent in rigor to other undergraduate STEM degrees, in addition to being fully coordinated with state and national standards for teacher preparation in these disciplines."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled.	
✓	*"UTeach degree plans include a limited professional development sequence of specially designed courses in mathematics and science education as well as domain-specific mathematics and science courses that fulfill multiple university requirements."*
ip	*"UTeach provides various pathways for completing required coursework such that program enrollment is open to students at any point in their undergraduate careers, allowing upperclassmen and post-baccalaureate candidates to complete the program in as few as three academic semesters under certain circumstances."*
UTeach West Georgia is expected to support flexible student entry by Fall 2014, once all courses are implemented.	

UTeach Elements of Success | 5: Active Student Recruitment and Support

"UTeach actively recruits to attract the greatest possible number of STEM majors and provides significant resources and encouragement to maximize program and career retention."

✓	*"UTeach employs a variety of targeted communication strategies and recruitment events to ensure that all STEM majors, particularly incoming freshman, are invited to participate in the program and aware of its benefits."*
✓	*"The first two, one-hour field-based courses allow students to try out teaching in a positive and supportive environment with no demand for commitment to continue in the program. Students are offered a financial incentive, such as a tuition rebate, for completing each of these courses."*
✓	*"STEM major and UTeach program advisors actively support careers in teaching and are well informed about the wide variety of degree plans leading to certification, ensuring that UTeach pre-service teachers successfully meet all requirements for graduation."*

ip	*"Students are provided a well-equipped workroom with appropriate meeting space, convenient to UTeach classrooms and master teacher and administrative offices, to build community, encourage collaboration, and develop peer support."*
The current UTeach West Georgia student workroom, which is adjacent to program offices and classroom, was recently renovated to make it more accommodating to students. Additional space within the COE has been acquired that will include more student workroom once renovated.	
ip	*"Students have opportunities, facilitated and paid for by the program, to earn income and gain relevant work experience through flexible internship placements at nonprofit STEM or education-related organizations."*
Internship opportunities were available in Summer 2012 for UTeach students to work in the university IMPACT program. The recently obtained Noyce grant will fund multiple internship opportunities beginning in Summer 2013. UTeach West Georgia is also working with SECME to offer an internship for the summer of 2013.	
na	*"UTeach graduates who enter the teaching profession receive two years of intensive, individualized induction support, including classroom visits, regularly scheduled professional development opportunities, online mentoring, and access to a lending library of materials."*
UTeach West Georgia has not yet produced graduates. The first graduates are expected in Fall 2014. An induction program is anticipated to be in place at that time.	

UTeach Elements of Success | 6: Dedicated Master Teachers

"UTeach master teachers – non-tenured clinical faculty with exemplary secondary teaching experience – are exclusively dedicated to student support and program success."

✓	*"Master teachers are widely recognized for their educational leadership and secondary mathematics, science, or computer science teaching experience; have earned at least a master's degree; and demonstrate their skill and passion for working with students and novice teachers."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled.	
ip	*"Master teachers are appointed as non-tenured clinical faculty and are paid from the university instructional budget, hired at a ratio of approximately one per 50 students in a mature program."*
Discussions have begun about approaching the Board of Regents to ask to revise the current definition of "non-tenured clinical faculty" so that master teachers would be included.	
✓	*"Master teachers co-teach or formally support field-based courses, observing and providing written and oral feedback to evaluate and help students improve their skills throughout the program."*
✓	*"Master teachers manage field experiences, working with local school district teachers and administrators to ensure appropriate field placements and productive teaching experiences for UTeach students."*
✓	*"Master teachers maintain an "open door" policy, making themselves available to students on demand."*
✓	*"Master teachers are active in program recruitment, manage student internships, and participate in a variety of other student support activities, including tracking students and identifying and following up with any students in danger of not completing the program."*
na	*"Master teachers are knowledgeable about what new teachers encounter and provide ongoing and on-demand career support for UTeach graduates, particularly during their first two years of induction into the profession."*
UTeach West Georgia does not have graduates currently in their first two years of teaching. This item will be assessed once graduates have been produced and an induction program has begun.	

THE UTEACH INSTITUTE

UTeach West Georgia Operations Summary

University of West Georgia
Fall 2012

UTeach Elements of Success | 7: Rigorous, Research-Based Instruction

"UTeach courses are designed to develop deep understanding of content of particular importance to future secondary STEM teachers and build strong connections between mathematics and science and between educational theory and practice."

✓	*"Rigorous learning outcomes are aligned with national, state, and program standards. Evidence of student proficiency is measured throughout the program using standardized assessments, including a final portfolio of student work and a field teaching evaluation. Students are required to demonstrate competency across domains ranging from STEM content knowledge to equitable instruction and professional responsibility in order to be recommended for certification."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled.	
na	*"UTeach faculty actively involved in STEM research teach content courses such as Functions and Modeling and Research Methods that address topics of particular importance for future STEM teachers, including the processes by which scientists and mathematicians arrive at new knowledge and methods."*
na	*"UTeach science and mathematics education faculty are active in research related to STEM teaching and learning, including how students learn mathematics and science, how to assess what students know, and how to incorporate learning technologies to enhance student learning."*
na	*"UTeach faculty actively involved in research on the history or philosophy of science or mathematics teach Perspectives on Science and Mathematics, a content course that develops students' conceptions about the historical and philosophical development of STEM disciplines."*
na	*"Pedagogical instruction throughout the program is discipline specific, focusing on research-based best practices in STEM teaching and learning and the connections between mathematics and science and among the sciences."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
✓	*"Course instructors—both master teachers and tenure-track faculty— purposefully model effective STEM instruction as students learn to employ research-based pedagogical methods and strategies ranging from inquiry to direct instruction, connecting theory to practice throughout the program."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
na	*"Courses emphasize the underlying interconnections between mathematics and science and among the sciences, while making explicit what research in the learning sciences implies about the similarities and differences in how each is taught and learned. Science, mathematics, and computer science majors take UTeach courses together and collaborate whenever possible."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
na	*"All UTeach courses integrate research-based themes important to STEM education, including research on and strategies to ensure equitable instruction, how to create and analyze authentic assessments, and pedagogically effective uses of a wide variety of technological tools."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	

Note: UTeach West Georgia has implemented the first two courses in the UTeach model. Items in this element can be more completely assessed as additional courses are implemented. At this time, appropriate faculty have been identified to teach the sequence of courses, and UTeach West Georgia plans to implement courses with fidelity to the UTeach model.

THE UTEACH INSTITUTE

UTeach West Georgia Operations Summary

University of West Georgia
Fall 2012

UTeach Elements of Success | 8: Early and Intensive Field Experiences

"In order to promote confidence and accelerate professional development, UTeach students begin a carefully scaffolded sequence of intensive teaching opportunities in their first semester of the program and continue these field experiences throughout."

✓	*"Field experiences are domain specific, tightly articulated with the UTeach curriculum, and closely supervised by course instructors—both tenure-track faculty and master teachers—to promote full integration of critical knowledge and skills."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
✓	*"Students develop their own lesson plans, using research-based instructional materials and strategies, with intensive coaching and feedback from both master teachers and tenure-track faculty who are experts in STEM content and pedagogy, in order to ensure UTeach expectations for accuracy and inquiry-based practice are met."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
✓	*"Students experience multiple STEM teaching opportunities in high-need and diverse elementary, middle, and high school settings to gain an understanding of current K-12 public school environments and student populations."*
✓	*"Beginning in their first semester and throughout the program, students' time in classrooms is carefully structured, from focused observations of authentic teaching to clinical interviews of students regarding problem solving strategies to their own experiences teaching, receiving formative feedback, and revising and re-teaching lessons."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	
✓	*"Mentor teachers—host K–12 teachers who receive stipends for their collaboration—create supportive classroom environments, review lesson plans, and provide oral and written feedback to UTeach students after observing them teach."*
Note: The UTeach Institute relies on programs themselves to determine whether this element has been fulfilled. Instructional program review activities also are documented separately in cross-site reports by cohort and course.	

Note: Only the courses implemented to date (namely, Step 1 and Step 2) are taken into consideration when evaluating specific instructional items.

UTeach Elements of Success | 9: Continuous Program Improvement

"UTeach systematically collects and analyzes both student and program level data to make informed decisions about program development and improvement."

✓	*"UTeach systematically gathers and reports data on the characteristics of its students and graduates, including numbers of students, grade point average distributions, demographic information, graduation rates, and retention rates in teaching."*
Note: The UTeach Institute currently collects these data from all programs.	
✓	*"UTeach program co-directors, master teachers, tenure-track faculty, and administrative staff regularly review data on program indicators, reflect on successes and challenges, plan for upcoming semesters, and continue to refine program components."*

✓	*"The UTeach curriculum is regularly reviewed by the steering committee and instructional teams of faculty and refined to ensure course alignment, minimize redundancies, and update content in accordance with current research on best practices and state and national guidelines."*
✓	*"Students provide formal, anonymous feedback on the UTeach program and courses through a variety of surveys and are given the opportunity to voice opinions in the presence of program decision-makers at regularly scheduled events and activities."*
Note: The UTeach Institute currently collects student survey data from all programs.	
✓	*"UTeach program co-directors, master teachers, tenure-track faculty, and administrative staff interact regularly with colleagues from universities replicating UTeach and other institutions to share information on program development, management, and general concerns related to STEM teacher preparation and support."*

Additional Grant Compliance Activities

ip	*IRB approval has been secured locally.*
IRB approval is still in the process of being obtained.	
ip	*The program has been granted state approval and is able to offer secondary STEM teacher certifications to students.*
The program is in the process of being approved by the state.	
✓	*Formal processes have been developed for selecting mentor teachers and training them on the program's expectations.*
✓	*Program and student level data have been submitted to the UTeach Institute for current term.*
✓	*University profile data have been submitted to the UTeach Institute for the current term.*
✓	*All requested student surveys were administered in the current term.*
56% of the students in UTeach West Georgia responded to the UTeach Institute midterm survey.	
✓	*All appropriate course materials have been submitted to the UTeach Institute for instructional program review for the current term.*
Note: Instructional program review activities are documented separately in cross-site reports by cohort and course.	
✓	*The program was represented at appropriate UTeach Institute support events in the current term (e.g., course workshops, retreats, annual conference).*
Support events from Summer and Fall 2012 with the UTeach West Georgia attendance are listed below. • UTeach/NMSI Annual Conference – 8 • Step 1 & 2 – 2 • Apprentice Teaching – 0 (This workshop will be offered again in Spring 2014. UTeach West Georgia plans to implement in Fall 2014) • Classroom Interactions – 0 (This workshop will be offered again in Spring 2013. Course is planned to be implemented at BSU in Fall 2013) • Knowing & Learning – 1 • Functions & Modeling – 0 (Course is planned to be implemented at UWG in Spring 2014) • Research Methods – 0 (This workshop will be offered again in Spring 2013. Course is planned to be implemented at UWG in Fall 2013) • Perspectives in Mathematics and Science – 2	

UTeach Institute Recommendations for Progress and Sustainability

Element 1: Distinctive Program Identity

- As planned, work to phase out the pre-existing undergraduate STEM licensure program.
- Update the program website as new information becomes available.
- Continue to develop the program website as a resource for faculty (specifically) faculty advisors, current students, prospective students, mentor teachers, and other key members of the community.
- Continue thinking of ways to honor students.
- Plan for hiring a dedicated advisor for the program once enrollment stabilizes.

Element 2: Cross-College and School District Collaboration

- Meet regularly with the steering committee as well as with various subcommittees and other stakeholders.

Element 3: Long-Term Institutional and Community Support

- Pursue additional grants and other awards to provide ongoing financial support to the program.
- Actively raise funds for the program endowment *(this is in progress)*.
- Continue building the volunteer UTeach West Georgia Development Task Force, comprised of local business leaders and program faculty/staff, who can work in collaboration with campus development officers to raise awareness of and funds for the UTeach West Georgia endowment.

Element 4: Compact and Flexible Degree Plans

- Continue planning for flexible student entry into the program once course implementation is completed.

Element 5: Active Student Recruitment and Support

- Ensure that all STEM major advisors are thoroughly informed about the program.
- Continue to develop plans for making the student workspace more attractive and useful to students.
- Continue to expand internship opportunities for program students.
- Ensure students are aware of internship, scholarship, and other support opportunities.
- Actively recruit students for the Step courses *(this is in progress)*.
- As space becomes available, expand workroom amenities and usefulness for program students.
- Begin thinking of induction plans for graduates.

Element 6: Dedicated Master Teachers

- Work with other UTeach partner programs in Georgia, the Governor's Office, the Board of Regents, and any other interested party to modify the "non-tenured clinical faculty" classification so that it may be used for master teachers.

Element 7: Rigorous, Research-Based Instruction

- Identify research faculty to teach the various UTeach courses that aren't already assigned, and/or build the instructor teams around each course to accommodate yearly changes in availability of instructors.
- Meet regularly with all UTeach West Georgia team members to ensure courses are tightly aligned.

Element 8: Early and Intensive Field Experiences

- Continue refining the mentor teacher selection process.
- Continue to develop plans for training mentor teachers.

Element 9: Continuous Program Improvement

- Ensure that instructors teaching program courses are aware of appropriate UTeach Institute workshops and other events, the Members Website, and other resources and support available to them by the UTeach Institute, as well as any requirements or deadlines for submission of course materials for instructional program review.
- Send course instructors and other appropriate individuals (e.g., master teachers supporting field courses beyond Step 1 and 2) to all appropriate course workshops and other support events offered by the UTeach Institute.
- Meet with steering committee members and/or instructional teams to ensure course alignment.

Additional Grant Compliance Activities:

- Secure IRB approval for program evaluation and future research.
- Continue to work with the state to acquire state approval to recommend candidates for a teaching credential.
- Encourage high mid-semester student survey response rates by making class announcements about the surveys and, if possible, allotting a few minutes of class time for students to complete the surveys.